

BIC- ANTIBULLYING PROGRAM

MANUAL FOR PROFESSIONALS

UNIT 2



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Amici dei Bambini
IL DIRITTO DI ESSERE FIGLIO

BIC ANTI-BULLYING PROGRAM



Comune di San Giuliano

BIC ANTI-BULLYING PROGRAM

TEENS' AND PROFESSIONALS' MANUAL – UNIT 2

The Bullying in Institutional Care (BIC) anti-bullying intervention program aims at preventing and contrasting bullying among children and adolescents living in Residential Care settings.

BIC was developed within a European Program, by experts at University of Florence, Italy.

Materials and activities of the BIC program are differentiated for younger and older children. **Unit 1** of the BIC program includes materials and activities for children aged 6-11, whereas **Unit 2** includes materials and activities for adolescents aged 12-18.

The **overall goal of the program** is making residential care settings for children a safe place. BIC anti-bullying program aims at increasing the awareness of bullying among professionals and children and contrasting the phenomenon. The project also aims at promoting positive social relationships among children and adolescents and improving their quality of life within residential settings.

The **specific goals** of the project are:

- 1) Increasing knowledge and understanding of bullying phenomenon among professionals and children
- 2) Increasing professionals' self-efficacy to handle bullying situations
- 3) Increasing interpersonal skills (social and emotional in particular) among all children and adolescents
- 4) Enhancing problem-solving strategies and adaptive coping skills among all children
- 5) Encouraging bystanders' to help the victim

6) Reducing bullying and electronic forms of bullying among children and adolescents

Professional's Manual

This Manual is addressed to teens and professionals (educators, psychologists, pedagogists, teachers, social workers) working in residential settings for children. It includes four workshops to be carried out by teens, with professionals' supervision. In each workshop, teens and professionals will find detailed explanations about how to conduct the activities.

Before carrying out each workshop, we suggest to read the activities, which will be carried out. You should also prepare all the materials needed for the activities.

The manual is supposed to be a handy tool to guide teens and professionals through the workshops. Therefore, it is needed to keep it at hand during the workshops.

At the beginning of each manual section, you can find the main points of each workshop, as well as the list of the materials needed.

The **black text** aims at giving information to peer educators and professionals. This information should be delivered to teens during the workshops. The **colored text** refers either to the way explanations should be provided during the activities, or to questions, which have to be asked to the whole group, at the end of the activities.

Universal Actions: Workshops

Universal actions include workshops delivered by teens, with professionals' supervision. They are addressed to all children. The **general goal** of Universal Actions is discouraging bullying and encouraging teens to feel responsible when a bullying incident occurs and help their victimized peers. All teens should be aware that bullying is wrong and that it is unacceptable behavior.

Workshops are part of **Universal actions**. The **workshops** involve stories, role playing activities, games and short videos about bullying. The contents of the workshops include specific topics related to bullying, its dynamic and consequences as well as more general topics, such as emotions, problem-solving, coping strategies, respect, friendship and prosocial behavior.

Workshops should be delivered to groups of no more than 20-25 teens.

During the workshop, some group members take the role of peer educators. Peer educators are teens who will be selected and trained, in order to lead the workshops- together with professionals - and become agents of change in the peer group. The potential strengths of this model are multiple, especially with teenagers and adolescents. Indeed, peer-led intervention have been successfully adopted in many areas, from health intervention, to bullying prevention.

Within the BIC model, peer educators will be trained after launching the program. During the workshops, peer educators should also help their peers to reflect upon the meaning of the activities. In order to do so, there are a few questions at the end of each activity.

Some of the activities should be carried out in a group, whereas some other could be carried out by two teens coupled, or individually. It is important to group who are not used to spend time. Therefore, groups can be formed randomly (for example, based on the shoes number, or clothes colors).

During each workshop, teens should have at hand their BIC Learning Toolkit.

Workshop are meant to last two hours. However, if there is not enough time to carry out all the activities included in each workshop, you can carry out just some of them. In this last case, peer educators and professionals can choose the ones that are supposed to work better (being more interesting and funny) with the specific group of teens.

You can even split the workshop in two or more sessions.

The BIC curriculum includes four workshops, each focused on a specific topic.

The goals of each workshop are summarized in Table 1.

Table 1.

| WORKSHOP | TITLE | MAIN GOAL | SPECIFIC GOAL |
|-----------------|--|---|--|
| Workshop 1 | Bullying | Raise the awareness of bullying among children | 1) Understand bullying characteristics 2) Understand bullying types 3) Understand bullying roles |
| WORKSHOP 2 | Emotions and Emotional Regulation | Help children to understand what emotions are and how to regulate them appropriately | 1) Recognize emotions 2) Express Emotions 3) Learn emotional regulation strategies |
| WORKSHOP 3 | Problem-solving and coping strategies | Learning the problem-solving technique and help children to reflect upon ways to solve conflictual situations | 1) Learn the problem-solving technique 2) Think about alternative strategies to solve conflicts and bullying 3) Use the problem-solving technique |
| WORKSHOP 4 | Respect, Friendship and Prosocial behavior | Promote respect and friendship and encourage children to help each other | 1) Understand the meaning of respect 2) Understand the difference between friends and acquaintances 3) Understand prosocial behavior and being cooperative |

Bullying and bullying-related themes should be discussed in general, rather than referring to cases of bullying actually occurred among teens. The BIC team, together with professionals and with the teens involved, will discuss the most serious cases of bullying.

Teens should be encouraged to talk. In case they are not talkative, professionals could split the large group into smaller groups.

Abilities learnt throughout the workshops should be transferred into the wider social contexts where teens live (e.g., residential care settings, as well as school, etc.). In the first phase, the abilities just learnt by teens are practiced during the workshops. In the second stage, the same abilities are practiced during the following workshops. Professionals should praise teens' learning progress. Finally, teens should be able to generalize the abilities they have learnt throughout the workshops. In other words, they should use these abilities in daily social contexts.

At the end of each workshop, you can find a **motto**. The motto summarizes the key message of the whole workshop.

In each section, you will find the following **icons**, each corresponding to specific activities:



Video: Videos about bullying can be found through the workshops. Teens should pay attention to the videos and discuss about them at the end.

Group discussion: Peer educators should carry out group-discussion about different themes. Peer educators are responsible for leading the discussion, by asking questions. Professionals will not suggest solutions to problems, instead they will let teens reflect upon each theme. Teens can sit in a half circle during the workshops, so that they can easily see each other. It is important to underline that there are no right and wrong answers and that everyone is free to express his/her own opinion.



Role-playing: Teens are encouraged to act out stories about bullying, which can be found through the workshops. Each teen is supposed to play a role, such as in theatre. If someone does not feel at ease to take part in the role-playing activity, he/she can contribute in such other way. For instance, those who do not act out any role may help to coordinate the scene.



Reading out stories: Peer educators, or volunteer teens are encouraged to read out stories and reflect upon them, together with their peers. Peer educators should ensure that volunteer children reading the stories alternate each other.

Indicated actions

The BIC also includes Indicated Actions, namely specific actions needed to tackle the single cases of bullying, coming to the attention of professionals. Indicated actions are addressed to children and adolescents who were already involved in the phenomenon as bullies or victims or who are at risk of being involved.

The aim in this case is: 1) to handle the acute cases of bullying, to give support to the victim and to stop bullying episodes; 2) to indicate (to detect and report) a high-risk bullying situation and activating a procedure to prevent further episodes. Given the specificities of the structures across countries, we will co-define more in depth this procedure during the second transnational meeting.

PHASES OF THE BIC PROJECT

The BIC program is not meant to last for a defined period. Instead, it should be part of the ongoing Institutional anti-bullying policy and can be a permanent program carried out in the education plan of the RCs.

The intervention is structured in the following phases:

1. LAUNCH OF THE PROGRAM

1a. Launch of the project with professionals: trainers arrange a meeting (2 hours) with professionals with a twofold goal: a) increase awareness of bullying in general, as well as of bullying in institutional care; b) inform professionals about the goals of the project. The launch needs to be conducted (by the trainers) before the training for professionals, in order to motivate them.

1b. Launch of the project with professionals, children and adolescents: trainers and professionals arrange a meeting (2 hours) with children, adolescents and the staff of the residential facilities. The goals are: a) increasing the awareness of bullying among children and adolescents; b) presenting the BIC project. This launch can be conducted after the training for professionals given that trainers together with professionals have to present the project to children and adolescents.

2. TRAINING

For professionals working with kids and teens, the training of 9-10 hours will be focused on the Manual for kids and on the Manual for teens, as well as on the activities included in both manuals.

2.a BIC FOR KIDS AND TEENS: Training for professionals: trainers arrange the training for professionals working with children aged 6-11 and with teens aged 12-18. The training should last 9-10 hours. The goals of professionals' training are: a) providing theoretical notions about bullying in general and bullying in RCs (3 hours); b) Explaining the contents of Universal actions for kids (Manual for kids, i.e., how to conduct the workshops) (3 hours); c) Explaining the contents of Universal actions for teens (Manual for teens, i.e., how to conduct the workshops) (3 hours) d) Indicated Actions (1 hour).

2.b BIC FOR TEENS: Training for peer educators: all adolescents will be trained to become peer-educators. The goals of peer educators' training are: a) providing information about bullying and its characteristics; b) giving practical knowledge about their role as

peer educators; c) increasing their communication, empathic and relational skills (e.g., listening ability; openness; problem-solving). All teenagers will take part in the first conjoint training, which will be focused on theoretical notions about bullying and the BIC program and on the improvement of interpersonal and communication skills (4-5 hours). In the second phase, teens will be trained in order to lead the workshops- together with professionals - and become agents of change in the peer group. Hence, the second phase of the training is addressed to four groups of teens, which will be separately be trained for one of the workshop (3 hours). Professionals working with teens will participate in this phase of the training, in order to learn how to monitor the workshops for teens.

3. UNIVERSAL ACTIONS: IMPLEMENTATION

3.a BIC FOR KIDS: 4 workshops (2 hours each) conducted by professionals with children aged 6-11. The goals of the workshops are: a) let children understand the characteristics of bullying and increase their ability to tackle bullying episodes; b) increase emotional regulation ability; c) increase their ability to solve conflictual situations using positive strategies (i.e., strategies alternative to counter-aggression and revenge); d) increase prosocial behavior and sense of community among children.

3.b BIC FOR TEENS: 4 workshops (2 hours each) conducted by peer educators with adolescents aged 12-18, monitored by professionals. The goals are the same as above. In addition, workshops for teens aim at encourage teens to act as positive models for their peers, through peer education.

3.c INTEGRATED WORKSHOPS: 2 workshops (2 hours each) where all children and adolescents will be involved, monitored by professionals. The goal of integrated workshops are creating videos, drawings, or other kind of materials about bullying. These workshops aim at increasing cooperation between children and teens.

3.d PEER MENTORING SYSTEM: a structured and controlled system where older children will mentor the younger ones (e.g., in order to guide, give advises, to give support and help, suggestions, information). The goal of these integrated actions is increasing cooperation and prosocial behavior among children and teens.

4. INDICATED ACTIONS/COMPLAINT SYSTEM: IMPLEMENTATION

After the trainings and in parallel to the universal actions, the indicated actions will be carried out and the complaint system will be activated. The goal of Indicated actions is to tackle specific cases of bullying, coming to the attention of professionals, giving support to the victim and stop the bullying episode.

BIC Materials and Tools

BIC includes the following tools:

- 1) **Manual for trainers:** including general information about the program, and information about how to implement BIC program in their own country.
- 2) **Manual for professionals working with children aged 6-11:** including general information about the program, and a specific and practical guide for conducting the four workshops (Bullying; Emotion and Emotional Regulation; Problem solving and Coping strategies; Respect, Friendship and Prosocial Behavior);
- 3) **Manual for teens (peer educators) and professionals working with adolescents aged 12-18:** including general information about the program, and a specific and practical guide for conducting the four workshops (Bullying; Emotion and Emotional Regulation; Problem solving and Coping strategies; Respect, Friendship and Prosocial Behavior);

- 4) **Learning toolkit for children aged 6-11**: including activities to be carried out through children workshops;
- 5) **Learning toolkit for teens aged 12-18**: including activities to be carried out during teens workshops.

Key concepts of the BIC anti-bullying program

BIC in Summary

The BIC is an anti-bullying program specifically designed for Institutional Care settings. It has been based on recent research about bullying and on previous anti-bullying programs carried out in European countries.

BIC is characterized by the following aspects:

- 1) **Very handy materials** for professionals; each activity is explained with examples and figures.
- 2) **Workshops** are carried out by teens and professionals, through different kind of activities, such as videos, stories, games and role-playing activities.
- 3) **Holistic Approach**: BIC includes Universal and Indicated actions. The first aims at preventing bullying among all children. The second aims at addressing specific cases of bullying. They are specifically oriented towards the bully and the victim. The goal is resolving specific bullying cases.



WORKSHOP 1 - BULLYING

KEY MESSAGES

GOALS OF THE WORKSHOP

- During this workshop teens will:
- Learn the characteristics of bullying
 - Learn that different types of bullying exist
 - Learn that there are different roles in bullying

MATERIALS NEEDED

- Learning toolkit
- A poster
- Pens
- A projector
- Sheets of paper
- A small box

This workshop is focused on bullying. We will try to understand its characteristics, the different types of bullying and the roles in bullying.

1) UNDERSTANDING INTENTIONALITY

1A) ROLE PLAY – BULLYING IS NOT A JOKE



Start the workshop with a Role Playing activity.



The goal of this activity is let teens understand the characteristics of bullying.

Volunteer teens will role-play the following stories:

1) Alex is the younger boy at the Home for Children. He shares his bedroom with four other boys. Today, his roommates hidden themselves under the beds. When Alex enters the room, he realizes no one is there yet. He wonders where his roommates might be. He puts his pajama on, turn off the light and goes to bed. After a while, the other boys come out, screaming. He immediately turns on the light and finds out that his roommates are all laughing. Even though he was a bit scared by the noise, he started to laugh too.

2) Mila is the younger girl at the Home for Children. She shares her bedroom with four other girls. Today, her roommates hidden themselves under the beds. When Mila enters the rooms, she realizes that no one is there. She wonders where her roommates might be. She puts her pajama on, turn off the light and goes to bed. After a while, the other girls come out, and start to scream. Mila immediately turns on the light and finds out that their roommates are laughing and pointing at her. They come close to the bed saying: "Let's give



a lesson to this loser". They also start to beat her up hardly.



After watching both stories, the group will try to guess if they are about bullying, or if they are just a joke.

Peer educators will lead the discussions, by asking some questions: *"Was the first scene about bullying, or was it just a joke? How did you understand it? How does the target of a joke feel? How does the target of bullying feel? What about the intentions of those who bully and of those who make a joke?"*



After the scenes have been played, ask the group if they remember the definition of bullying. Let the group think about the definition and discuss about it.

Finally, recap the definition of bullying. One of the peer educators reads aloud the following definition:

"A child is being bullied, or picked on, when one of his/her peer or a group of children say nasty or unpleasant things to him or her. It is also bullying when a boy/girl is hit, kicked, threatened, locked inside a room, sent nasty notes, or when no-one ever talks to him/her and things like that. These facts can happen frequently, and it is difficult for the victim to defend herself. It is also bullying when a boy/girl is teased repeatedly in a nasty way. But it is not bullying when two children of about the same strength have the odd fight or quarrel"



2) UNDERSTANDING REPETITIVENESS

2A) UNCOMFORTABLE POSITION

The goal of this activity is let teens reflect upon the fact that bullying is harmful for the victim, due to its repetitiveness. Teens should reflect upon the fact that being in the same negative situation repeatedly is very painful for the victim.

Let's do together the following exercise.

Either, take an uncomfortable position, or keep an object in the hand and raise your arm. Stay in that position as long as you can. However, everyone can stop the exercise at every moment, when he/she feels that he/she cannot stand in that position anymore.

Peer educators check the time by a chronometer and ask the group, approximately every 30 seconds "How do you feel? Is your position comfortable? Do you feel any pain in your muscles?"

Discuss together with the group about the repetitiveness of bullying. Peer educators should lead the debate, by asking a few questions: "How does one feel to live the same situation repeatedly? How do you understand that?"



BIC ANTI-BULLYING PROGRAM





3) UNDERSTANDING UNBALANCE OF POWER

3A) POSTER

The goal of this activity is let teens understand that the bully is stronger than the victim, due to his/her own physical strength, and to the fact that he/she has friends who support him/her. On the opposite, the victim is often isolated by his/her peers and is not able to defend him/herself.

Write down on a poster the physical, psychological and social characteristics of the bully and the victim. Split the poster in four squares; write down on the right side the following characteristics of the victim, and on the left side the following characteristics of the bully:

Physical appearance: how the bully and the victim look like in their body, such as strong, weak, robust, tall, short;

or on the opposite, they look confident. They are lonely, isolated, or on the opposite, they have friends and are part of a group.

The poster should look like the following:

| | |
|-----------------------------|----------------------------|
| Victim: Physical appearance | Bully: Physical appearance |
| Victim: How he behaves | Bully: How he/she behaves |

After completing the poster, reflect upon the characteristics of the bully and the victim. Discuss about the reasons leading the bully to choose one specific victim.

Peer educators should lead the discussion, by asking some questions: "Does the bully feel stronger than the victim? Is the victim able to defend herself? How do you understand that?"

3B) INCLUDING SOMEONE.

The goal of this activity is let teens reflect upon the situations of inclusion and exclusion. In particular, teens should think about how they feel when they can join a group and how they feel when they are excluded.

Ask to a volunteer teen to leave the room. The remaining participants group themselves according to one, or more characteristics, which are in common with the excluded person (for example: eye color, hair color, shoes, or clothes colors, common interests etc.). At least two groups should be formed.

For example, teens in the first group should have brown eyes, if the excluded teen's eyes are brown. Teens in the second group should like the same music of the excluded child and so on.

The excluded person comes back into the room after the group has decided the common characteristics with him/her. Now, he/she should guess to which group he/she belongs. The questions should

be about his/her characteristics, as well as the things he/she likes. For instance, he/she will ask some questions like the following: *"Do the people in the group to which I belong have brown eyes? Is it red the favorite color of the children belonging to my group?"*

Once the excluded person finds out his/her groups, he/she should also guess the teens who belongs to each group (according to the common characteristics/common interests).

At the end, peer educators ask to the teen who left the room: *"How did you feel at the beginning, when you started to search for your groups? How did you feel when you find it out? How do you feel when you can join a group?"*

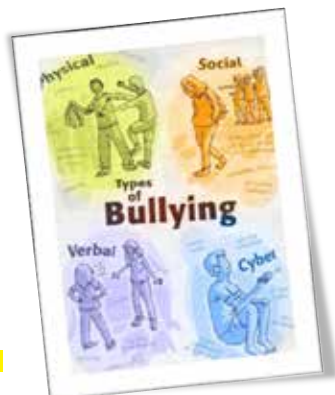
Ask to the rest of the group: *"How do you behave when you belong to a group? Is it easy to exclude/include someone?"*

According to the time at your disposal, you can repeat the game with another volunteer teen leaving the room.

4) UNDERSTANDING DIFFERENT TYPES OF BULLYING

4A) VIDEO ABOUT TYPES OF BULLYING

The goal of this activity is reflecting upon the forms of bullying. Teens should be aware that different types of bullying exist and that some of them are subtle. For instance, excluding and isolating are also bullying, even if they do not hurt physically. However, these forms of bullying hurt the feelings of the targeted victim.



BIC ANTI-BULLYING PROGRAM

Watch the video about bullying types. Chose the video from the list suggested by the author of this manual.



After watching the video, reflect together upon bullying characteristics. Peer educators ask some questions:

"Are there any differences in the ways one can be bullied? What are the differences among the types of bullying? Can the victim be bullied in different ways?"

5) UNDERSTANDING BULLYING ROLES

The goal of this activity is let teens understand the bullying roles. Bullying is not just something that is going on between the bully and the victim. Indeed, other peers are involved too.

Peer educators read out the following stories about bullying and cyberbullying



1) Matt is bullied pretty badly at the Home for children. There is one boy in particular, Simon, who tries to make him feel inferior in every way he knows how. For example, he throws stuff at him constantly, flick him in the head, punch him, call him "ugly" and "stupid". He tells Matt that he would beat him up if he ever fought back. While Matt is bullied, Alex call Matt "ugly" and "stupid"; Paul laughs all the time, whereas, some other kids shy away and pretend not to see bullying. However, sometimes David says to Simon and his friends that they should stop bullying, or tries to comfort Matt.

2) Since Sarah arrived at the Home for Children, the older girls started to tease her. Johanna, calls her "fat", "stupid", "retarded", and "stinker". When Johanna insults Sarah, another girl in the group, Simona, laughs, while, Monica tries to console Sarah and tells her that Johanna and her group are just mean. Lately, Johanna started to spread ugly rumors about Sarah on Facebook. She even posted several embarrassing fake pictures of Sarah. The other girls in the group pretend not to see the pictures on Facebook and they always shy away when Sarah is called names.

After reading the stories, peer educators ask a few questions: *"Are there any other roles beyond the bully and the victim? What does the group do during bullying episodes?"*

After the discussion, peer educators give the following definitions of the roles:

Supporters of the bully. Some children either help the bully, or approve bullying in some other way. For instance, they also hit, or exclude the victim, or they cheer and laugh at bullying. Even just cheering and laughing encourage bullying, because the bully realizes that his/her peers are enjoying bullying.

Bystanders. Some other children witness bullying situations without taking sides, namely they pretend nothing has happened, or they shy away when bullying occurs.

Defenders. Some children defend the victim of bullying, by confronting the bully and tell him/her to stop, or by comforting the victim.

5A) LET'S ROLE PLAY!

Teens should act the bullying roles themselves, with the aim of better understanding bullying roles.



After explaining bullying roles, peer educators split the group into two smaller groups.



The two groups will role play the two stories, which have been read out before. Then, peer educators will lead the discussion, by asking who was acting in each role during the role playing.

5B) GIVING ADVICES TO THE BYSTANDERS

This activity encourages teens to reflect upon the role of the bystander. The goal is letting them think about strategies to respond to bullying.

What can bystanders of these stories do?

Teens should be paired randomly. Each couple writes down a suggestion for the bystanders of each story. Suggestions should be about stopping bullying by means of non-aggressive strategies.

Suggestions should be put in a box. Then, peer educators read out suggestions one by one. The whole group discusses about advantages and disadvantages of each suggestion. Then, the whole group agrees on the two best solutions: one for the first story and one for the second story.

Finally, one of the peer educator reads out the **first motto** of the BIC Agreement:

"We are all against bullying".



WORKSHOP 2 - EMOTIONS AND EMOTIONAL REGULATION

KEY MESSAGES

GOALS OF THE WORKSHOP

THROUGH THIS WORKSHOP TEENS WILL:

- LEARN THE CHARACTERISTICS OF BULLYING
- LEARN THAT DIFFERENT TYPES OF BULLYING EXIST
- LEARN THAT THERE ARE DIFFERENT ROLES IN BULLYING

MATERIALS NEEDED

- LEARNING TOOLKIT
- A POSTER
- PENS
- A PROJECTOR
- SHEETS OF PAPER
- A SMALL BOX



This workshop will focus on Emotions. Peer educators ask: *Do you recall what emotions are? Let's remind it together.*

1) RECOGNIZING AND EXPRESSING EMOTIONS

A peer educator will read aloud the following definition of **emotion**:

Emotions are responses to stimuli, or situations, which strongly affect a person, either in positive or negative ways. Emotional responses occur on three levels.

1) **The first level** includes body reactions: increasing heart rate and breath rate and sweating. For example, your heart is beating fast and your face redden when you are angry.

2) **The second level** includes behaviors. Your emotions influence your actions. For example, when you are angry you may scream, or throw objects away.

3) **The third level** includes cognition and language. You may label your emotion and reasoning about the emotional event. "I feel angry"; "I feel sad"; "I feel happy"; "I feel frustrated".

After reading the definition, let's recall **facial expressions of emotions**:



Anger Eyebrow raised and wrinkle forehead, increasing heart beating, rigid posture, rapid walking, tighten muscles, rapid talking, close fists, screaming, or sulking.



Sadness low gaze, low eyebrows, lowering mouth corners, hunched shoulders, withdrawn body, trembling chin, weak and emotional voice, numerous and long pauses, talking and walking slowly, low energy.



Happiness relaxed face, raised mouth and eyes corners, smile, high energy, daydreaming, looking others in the eyes, walking in a relaxed way, harmonic motion.



Disgust wrinkle nose, lowering and pressed mouth corners, wrinkle forehead, wish to go away from the emotional cue.



Fear raised eyebrows, wide opened eyes, trembling legs, or hands, cold hands, increasing heart beating, tighten muscles, screaming, trembling voice and poor salivation.



Surprise eyes wide open, raised eyebrows, gasp. Surprise is generally a short lasting emotion that is generally followed by another emotion, such as happiness, sadness, disappointment, fear.

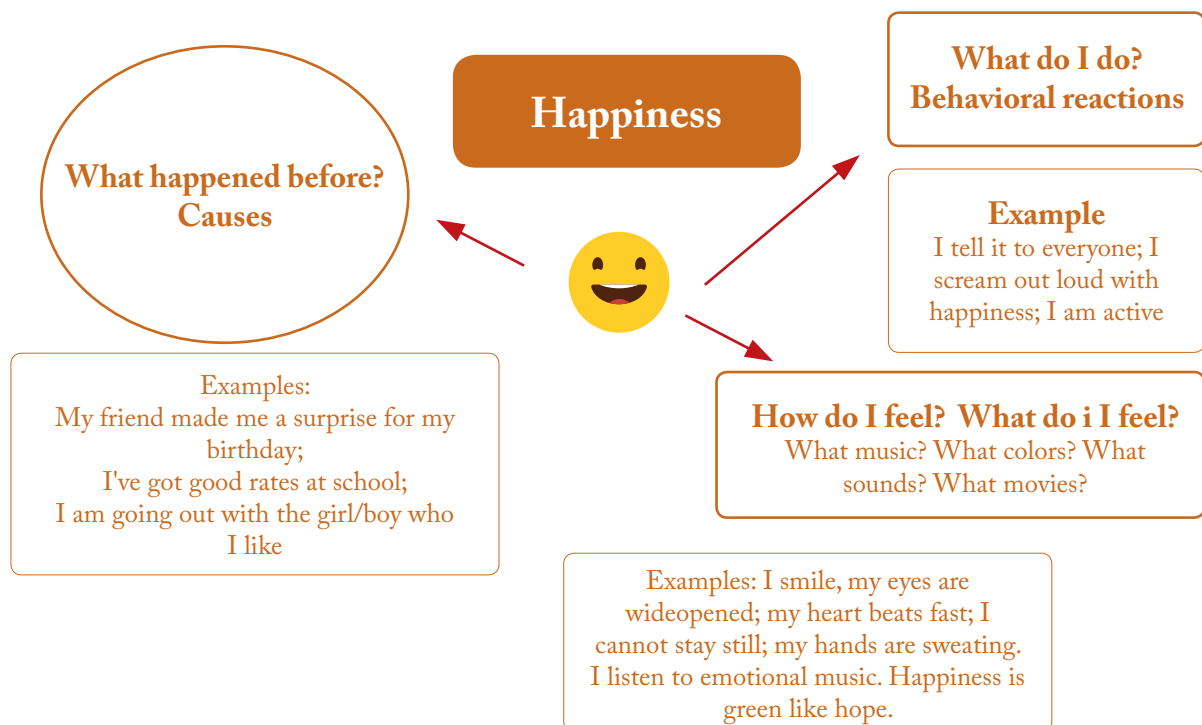


Guilt is generally expressed by gaze aversion, head lowered, bodily tension, hunched shoulders, covering, or touching the face.



Shame is characterized by lowered head and eyelids; increasing heart beating, fast breathing, tighten muscles, red face and neck, or on the opposite, pale face, together with sense of weakness.

After emotions have been recalled, let's have a look to the **emotions'** map.



1A) RECOGNIZING EMOTIONS

This activity has the following goals: 1) understanding that the victim of bullying feels negative emotions; 2) understanding the body reactions associated to emotions; 3) understanding the behavioral reactions associated to emotions.

Now, ask four peers to read out the four stories about bullying.

1) A group of boys and girls at the Home for Children, excludes Simon from the sports team and from the board games. Simon is left alone during lunchtime. He sits alone at the table and does not speak to anyone. His roommates hide his clothes and books and squeeze shampoo and toothpaste on his bed. When they do things like that, Simon goes crazy. His heart starts to beat fast and his face turns red. He screams out, furiously and throws stuff away.

2) Daniel is the newcomer at the Home for Children and since he arrived, he has been an easy target for the bullies. They knew he went to a Home for Children since he was a two years-old child and they use this information to their advantage, telling that no one wants to take care of him and stuff like that. They spread nasty rumors about Daniel and tell other peers to leave him alone. Each time they bully him, Simon is incapable of defending himself. His voice and hands are trembling and his heart beats fast.

3) A group of girls at the Home for Children is bullying Lucy during the day and night hours. They left her out from all the activities, calling her names. At night, they suddenly jump on Lucy's bed, while she is sleeping and they start to beat her up, too. Lucy cries in front of them; her voice is trembling and her body is withdrawn. She always cries under the sheets.

4) Hanna is being bullied because she is from another country. She has no friends and everyone at the Home for children ignore her. She cried and cried, but she could not find the courage to tell adults what is going on. She is often blamed by her peers for things she never

did. Adults do not believe her, because bullies acted differently in front of them, than they do with her. Bullies make fun of the way she speaks. They always laugh at her for no reasons and point at her. She is always picked last on sport teams, despite she is good at sports. When she is bullied, she always lowers his head and eyelids and her face turns red. She always wish to disappear, or hide herself.

1B) DRAWING THE EMOTIONS' MAP

After reading the stories, peer educators split the group into four smaller groups. If the group is small, it can be split in two groups. Each group will draw the emotions' map relative to each story. The stories will be assigned to each group randomly. Each group will use a poster to draw the emotions' map.

After drawing the map, discuss about each poster. First, a person from

How to create the emotions 'map:

Have you chosen the emotion? Write down on the poster the emotion you have chosen. Type the word with big characters: It should look evident!!!

Write down the emotion antecedents and causes, together with the behavior acted by the victim. Write down the facial features related to that emotion. What does the victim feel? Refer to the physical signs (example: heart beating, sweating, trembling).

Think about movies, colors, sounds and music, which can be associated to the emotion.

If you wish, you can even try to draw the emotion. Is there any imagine that you associate to the emotion? Draw the facial expression related to the emotion. Try to imagine yourself in the same situation and think about how your facial expression changes.

In case you need help, please look at the schema on the previous page.

each group explains the map to the whole group. Then, the whole group reflect upon the emotions, which can be expressed in response to the same situation.

Peer educators will lead the discussion by asking: *"Is that possible to feel distinct emotions in the same situation? How do you know how someone is feeling?"*

2) UNDERSTANDING EMOTIONAL REGULATION

2A) FIND STRATEGIES TO REGULATE EMOTIONS

This activity makes teens reflect upon the ways to handle emotions. In particular, teens should think about strategies to regulate their own anger.

Sometimes your emotions may overwhelm you. It is like if you feel you cannot do anything to control them. However, it is not good to react when we are overwhelmed by an emotion.

For instance, when you are angry you may do and say things that you end up regretting later on. Further, if you are not able to regulate your own anger, people around you may get scared.

However, it is possible for you to influence your emotions to some extent.

For instance, your thoughts can influence your feelings. When you are angry, you may try these **strategies**: Count to 10; leave the situation; squeezing a fidget; talking to yourself in your mind in a soothing way: "I can handle this"; seeking for your friends' support and advice.

Peer educators ask to the group if they have any other ideas in their mind about emotional regulation. *What can we do when we are angry, sad, or scared?*

Make a list of the possible strategies for the following negative emotions:

Peer educators, or volunteer teens will write down the strategies either on the board, or on a big piece of paper.

| Anger | Sadness | Fear | Guilt | Shame |
|-------|---------|------|-------|-------|
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| | | | | |
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2B) EMOTIONAL SCENES PICTURES

This activity encourages teens to reflect upon the strategies to handle emotions. Teens should recognize the emotions and reflect upon positive strategies to manage them.



Behavioral reactions

...

There are no right or wrong emotions. However, the way we express emotions could be wrong. For example, imagine you throw an object away because you are angry. The object breaks itself and you accidentally hit someone. Was it useful to throw that object away? It is not wrong to feel angry or any other emotions. However, our behavior could be wrong and it could even hurt others.



Put the emotions' cards in a box (the pictures on the previous pages should be printed and used as cards. If it is not possible, you can just look at the pictures on the previous pages).. Each teen will pick in turn a random card (cards should be picked without looking at the box). An emotional regulation strategy should be suggested for each card. The whole group help to find an appropriate strategy to regulate the negative emotion. Reflect also upon the intensity of each emotion. You can use the list about emotional regulation strategies you have written before.

Peer educators ask the following questions: *"What are the teens the picture doing? Which emotion/s are they expressing? Rate from 0 to 10 the emotional experience (for example: from 0 to 10 the person in the picture is angry 7). What emotional regulation strategy do you suggest? The group should also help to find a good strategy.*

2C) LET'S ROLE PLAY!

This activity aims at trying different emotional regulation strategies by acting them in a role playing activity.



Peer educators ask to each group to role-play the four stories about bullying, which have been read before and that were used to draw the emotion's map.



Before playing the scene, each group will firstly agree about an alternative ending, in which the victim should use an emotional regulation strategy.

Finally, one of the peer educators reads out the **second motto** of the BIC Agreement:

"We learn how to handle our emotions"



WORKSHOP 3 - PROBLEM SOLVING KEY MESSAGES

GOALS OF THE WORKSHOP

DURING THIS WORKSHOP TEENS WILL:

- LEARN THE PROBLEM-SOLVING TECHNIQUE
- LEARN STRATEGIES TO HELP THE VICTIM OF BULLYING
- LEARN HOW TO USE THE PROBLEM-SOLVING TECHNIQUE

MATERIALS NEEDED

- LEARNING TOOLKIT
- A POSTER
- SHEETS OF PAPER
- PENS

This workshop will focus on Problem-solving. *Do you recall ?
the problem-solving technique?*

Have a look at the **problem-solving steps** to refresh your memory...



1) Problem Identification: Identify the problem and its causes.

2) Solutions explorations: a) Make a list of the possible solutions; b) explore benefits and costs of each solution and discuss the possible consequences, together with advantages and disadvantages of each solution.

3) Make a plan of the solution adopted: Choose a solution among the possible ones and plan how the solution will be implemented. Make a list of possible **advantages** and possible **disadvantages**.

4) Fulfilling the Plan: Implementing the solution according to the plan.

5) Evaluation of results: Is the solution actually effective? Why the solution was not effective? Was the solution not effective, because the problem has not been correctly identified, or was the plan wrong?

1) LEARNING THE PROBLEM-SOLVING TECHNIQUE

1A) THE DESERT TRIP

The goals of this activity are twofold: 1) reflect upon the consequences of our own choices (advantages and disadvantages); 2) cooperate and find an agreement in order to find a good solution to the problem. To complete this activity, it is needed to follow the problem-solving steps (see previous page).

Peer educators split the group into two smaller groups (or more groups if there are many children). Ask teens to imagine going for a trip through the desert. They have to walk a lot to reach the closest oasis. It will take three days of walking and they will sleep into the desert. They have just a small backpack, so they can carry just three goods in total. Remember to take enough food for each member of the group and that the night hours are cold into the desert!

Each group should choose five goods from the following list:

Water – Scissors – Blankets – Jeans – T-shirts – Orange Juice bottle – Sunglasses – Knife – Shoes – Biscuits – Milk bottle – Rice box – Sandwiches – Book – Portable music player

After making the list, the group should discuss about the five goods they want to carry and why (example: We wish to carry the blankets because it will be cold at night). Finally, the whole group should discuss about the goods they chose and they should make a definitive list including five objects.

Reflect upon the importance of considering the consequences of each choice and finding a solution together. Peer educators ask the following questions: *"Did you think about the consequences of your own choice? In which way? Was it difficult/easy to reach an agreement"*;

2) THINKING ABOUT STRATEGIES TO HELP THE VICTIM OF BULLYING

2A) FIND STRATEGIES TO HELP THE VICTIM

This activity encourages teens to help the victim of bullying. Teens should think about alternative strategies to help their victimized peers. They should reflect upon advantages and disadvantages of each solution.

Do you remember the bullying roles we talked about in the first workshop? Often, those who witness bullying do nothing, because they do not know what to do.

Peer educators read the following stories about bullying and cyberbullying.

- 1) Lately, Daniel's roommates started to post nasty pictures of him on Facebook. They also send him offensive texts on WhatsApp, such as: "Nobody wants to be friend with you. You will always be a loser"; "You're such an idiot. You will always stay alone". They share fake pictures of Daniel and spread nasty rumors about him on Facebook. Some of

the other boys in the group share the pictures and rumors online. They just think there is nothing wrong about joking. Another group of boys just pretends nothing is happening. They know this is unfair, but they fear revenge from the other boys, thinking that if they try to stop this, they could be the next victims.

- 2) Nicole's roommates insult her badly. They call her "fat", "whore", "mental retarded" and "idiot". They say Nicole smells bad, so everyone stays far away from her. They even plug



their nose each time they meet her. Last weekend, Nicole was left out from a birthday party at the Home for Children, because her roommates spread the rumor that she has some kind of contagious illness. Some of her peers know that these behaviors are wrong, however when she is insulted, or excluded, they pretend nothing is happening. Some other boys and girls shy away each time Nicole is insulted, or treated badly.

After both the stories have been read, use the problem-solving technique to plan alternative strategies that bystanders could use to help the victim. Write down the strategies suggested by the whole group, either on a poster, or on the board. For each strategy, you should indicate:

- 1) Advantages
- 2) Disadvantages
- 3) Difficulty ranging from 1 to 10
- 4) Hypothetical consequences

3) USE THE PROBLEM-SOLVING TECHNIQUE

3A) ROLE-PLAY THE STORIES

This activity has the goal to put into practice different strategies that bystanders can use when confronted with bullying.



Role-play, the stories above, about bullying and cyberbullying. Split the group into two smaller groups. One group will role-play the story about bullying and the other one the story about cyberbullying. Bystanders will use the strategies to help the victim, suggested by the group.

Finally, one of the peer educators reads out the **third motto** of the BIC Agreement:

"We help those who are in need"



WORKSHOP 4 - RESPECT, FRIENDSHIP AND PROSOCIAL BEHAVIOR - KEY MESSAGES

GOALS OF THE WORKSHOP

DURING THIS WORKSHOP TEENS WILL:

- UNDERSTAND WHAT IS MEANT FOR RESPECT
- UNDERSTAND WHAT IS MEANT FOR FRIENDSHIP
- UNDERSTAND THE IMPORTANCE OF PROSOCIAL BEHAVIOR AND COOPERATION FOR LIVING IN A HAPPY COMMUNITY

MATERIALS NEEDED

- LEARNING TOOLKIT
- PENS
- SHEETS OF PAPER
- A BOX

This workshop is focused on Respect, Friendship and Prosocial Behavior. The first goal of the workshop is understanding the meaning of respect.

1) UNDERSTANDING WHAT IS MEANT FOR RESPECT

1A) Poster

This activity aims at focusing on the characteristics of respect. The goal is understanding what is meant for respect.

The whole group will discuss about the aspects of reciprocal respect, which are at the core of living together in a community. Peer educators lead the discussion by asking some questions:



"How do you understand that someone is respecting you? What kind of actions show respect in a Home for children?"

One of the peer educator writes down either on a poster, or on the board the aspect of reciprocal respect that have been suggested by the group.

1B) LET'S ROLE PLAY

This role-play exercise has the aim to understand that respect is at the core of each social interaction.



In order to understand the meaning of respect, carry out the following role-play exercise.

One volunteer person tells how his /her day was (example: I woke up, then I had my breakfast, etc.).

Respect

...

Living together respectfully is at the core of social relationships. Showing respect means treating others as unique and special people. It is important to treat people equally, meaning that everyone deserves respect.

Living together means respecting others' privacy, as well as their own space and personal belongings. This means that one is not allowed to intrude when someone is focused on some kind of task, or activity (such as studying).



Another volunteer sits in front of the person who is speaking, without paying attention: The person looks around, whistle, etc. The rest of the group watches the scene silently.

At the end, discuss about the scene. Peer educators start the discussion by asking some question: *"Was it respectful to do not listen? How did the person feel herself/himself?"*

1C) I THINK YOU ARE NICE

This activity encourages teens to recognize and appreciate their peers' positive qualities.

Through the workshop, we learnt that bullying is hurting someone for no reason. Let's think about behaviors that are opposite to bullying.

Let teens suggest nice behaviors.

Then, each participant writes down on a small piece of paper his/her own name. Put all names into a box. Each teen picks a name and writes down a quality about the person whom name has been picked. Qualities should be about either, behaviors or abilities (for example: He/she is able to dance/play sports; He/she is always patient and nice). The pieces of paper with the qualities are put into the box, again.

Peer educators read out the qualities of each peer. The person whom quality has been read should guess who wrote it down.

At the end, peer educators ask the following questions: *"Was it hard to think about a quality of the person?"*

1D) Talking behind my back!

Similarly to the previous activity, this exercise encourages teens to focus on their peers' positive qualities. Split the group into smaller groups (not more than five persons in each group). A piece of paper

should be taped on each person's back. Participants stay in a queue. Each person in the queue should write down something nice on the back of the person standing before him/her. When nice things have been wrote on each teen's back, everyone reads out the sentences that have been wrote on her/his own back.

Peer educators ask the following questions: "*Was it hard to think about a quality of the person?*"

Friendship

Friendship is a mutual relationship involving companionship, sharing, understanding of thoughts and feelings, caring for, and comforting each other in times of need. In addition, mature friendship endures over time and survives occasional conflicts and quarrels. Friendship is reciprocal, meaning that both the persons involved choose to be friends. Friendship is based on trust and respect. Friendship means sharing material things, as well as thoughts, feelings and interests. Friends are sensitive: they try to understand each other feelings and thoughts and give support to each other. Friends are cooperative and behave prosocially, meaning that they are prone to help each other. Friendship is based on equality, meaning that no one will dominate over the partner. Instead, the relationship gives social and emotional benefits (help, support and caring) to all partner involved.

Different kind of social relationships

We can have different kind of social relationships. The peer with whom we share our thoughts and feelings are our best friends. Best friends cooperate, help each other and enjoy their time together. They also share some common interests. Some other children are just classmates. We know them because we share school hours. However, there is not a close relationship, as with best friends. There are also children and adults, who are just acquaintances, namely, people who we just do know a bit. However, we should respect all these people, even if they are not friends, or if we do not feel close to them. People deserve respect also if we do not like them that much, if they belong to a different culture and speak a language other than ours.

2) UNDERSTANDING WHAT IS MEANT FOR FRIENDSHIP

The goal of this activity is understanding the difference among different kind of social relationships. Teens should learn to distinguish the characteristics of friendship and other kinds of social relations. Let's do the following game.

Peer educators give to each teen four small pieces of paper. Teens write down on each piece of paper, a social activity they do respectively with: 1) Friends; 2) Best friend/s; 3) Classmates; 4) Acquaintances. Teens should write down only what they do when either meet, or spend their time with friends, best friend/s, classmates and acquaintances. However, neither names, nor type of social bonding (friend, classmate, etc.) should be written on the sheets of paper.

The sentences on each piece of paper should look like the following: 1) We enjoy spending our time together; 2) I can rely on him/her; 3) We do our homework together; 4) I greet them when we meet each other.

After each teen has completed the exercise, peer educators ask them to put the sheets of paper into a box. Then, peer educators split the group into two smaller groups. The members of each group will pick in turn a sheet of paper and will discuss about the type of relationship associated with the social activity that has been picked. The other group will also reflect upon the type of social relationship and might agree, or disagree with the first group.

Reflect upon the difference between friends, best friends, classmates and acquaintances. Peer educators lead the discussion, by asking the following questions: *"How do you understand that a person is your friend, rather than just an acquaintance? Could your classmate be your best friend too? "*

| | |
|------------|---------------|
| FRIENDS | BEST FRIENDS |
| CLASSMATES | ACQUAINTANCES |

3) UNDERSTANDING DIFFERENCES

3A) WE ARE SIMILAR AND DIFFERENT

This activity has two goals: 1) understanding that some behavioral aspects make people similar and some other aspects make them different; 2) understanding the importance of respecting people, regardless of the fact that they could be similar and different from us.

Teens participating to the workshop should be coupled randomly and should sit in front of each other. Each member of the couple should say to the other member "I feel similar to you because of...." "I feel different from you because..." They should write down on a sheet at least five things that make them similar and five things that make them different. Similarities and differences should be about behavioral aspects. The sheet should look like the following:

| | |
|---|---|
| = | ≠ |
| = | ≠ |

After writing five things that make each member similar and different to the other, teens should share with the rest of the group commonalities and differences. This exercise should help to understand one's own unicity, as well as the possibility of belonging to different groups.

Peer educators ask: *"Was it hard/easy to find commonalities and differences?"*

4) UNDERSTANDING PROSOCIAL BEHAVIOR

Prosocial behavior is a range of helpful behaviors aimed at helping others who are in need. Prosocial behavior promotes positive relationships and is associated with social acceptance by peers. Prosocial behavior includes: sharing (dividing, or bestowing); helping (comforting a peer who is in distress); cooperating (working together to reach a common goal). It goes through the following steps: a) recognize that a person actually needs help; b) deciding to help; c) act by selecting an appropriate behavior for that particular situation.

4A) CREATING A WELCOME COMMITTEE FOR NEWCOMERS

Newcomers may have a few friends in the new setting and therefore be an easy target for bullies. To help these teens developing relationships more quickly, create a 'welcome committee'. The goal of the welcome committee is helping newcomers to enter the group and feel part of it.

1) The main task of the welcome committee is orienting the newcomer to the residential home and providing him/her with social companionship. For example, the welcome committee could take the newcomer on a tour of the home, show him/her where instructional materials and supplies are stored, demonstrate common routines and include the new arrival in the home recreational activities.

2) This welcome-committee orientation would last for a week. However, it should give the newcomer a head start in building peer friendships that can protect him/her against bullying attacks.

4B) SECRET FRIEND

The goal of this activity is encouraging teens to be cooperative with their peers.

In conclusion of the workshop, each participant writes down his/her own names on a small piece of paper and then fold it accurately. After each piece of paper has been put in a box, participants pick one of them. Everyone reads the name on the piece of paper; however, the name should be kept secretly. Everyone has to be kind for a week, with the person whose name has been picked up.

After one week has passed, the group will meet up to discuss about the secret friend.

1) First, everyone will guess who his/her secret friend was during the past week. After each participant has told the name, the supposed secret friend, will tell if he/she was actually the secret friend.

2) If the participant did not guess right, the true secret friend will reveal himself/herself.

3) Peer educators will lead the discussion, by asking to the secret friend who acted nice on the behalf of his/her peer: *"Was it hard/easy to have a secret friend? What have you done to being kind? How did you feel?"*

The following questions will be asked to the secret friend who was the target of the nice behaviors: "Did you notice that the secret friend was nice with you? What did he/she do? How did you feel?"

Participant will reply to the question one by one.

Finally, one of the peer educators reads out the **fourth motto** of the BIC Agreement:

"We wish to create a happy community".

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