

# BIC ANTI-BULLYING PROGRAM

## PROFESSIONAL'S MANUAL - UNIT 1



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**Amici dei Bambini**  
IL DIRITTO DI ESSERE FIGLIO



# BIC ANTI-BULLYING PROGRAM

## PROFESSIONAL'S MANUAL - UNIT 1

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 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
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



## **Professional's Manual**

This Manual is addressed to professionals (educators, psychologists, pedagogists, teachers, social workers) working in residential settings for children aged 6-11. It includes four workshops to be carried out with children. In each workshop, 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 you through the workshops. Therefore, we suggest keeping it at hand during the workshops.

The activities included in each workshop are split in two parts, according with children's age. The first part includes activities recommended for children aged 6-8, whereas the second part includes activities for children aged 9-11. Activities for children aged 6-8 and 9-11 should be carried out in parallel. However, you should ensure that children are focused on their own activities.

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 professionals. This information should be delivered to children during children's workshops. The **colored text** refers to activities which have to be carried out.

## **Universal Actions: Workshops**

**Universal actions** include workshops delivered by professionals working in residential care settings. They are addressed to all children. The **general goal** of Universal Actions is discouraging bullying and encouraging children to feel responsible when a bullying incident occurs and help their victimized peers. All children 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 children.

During the workshop, you should explain activities with simple words and supervise children, helping them when it is needed. Children should be encouraged to reflect upon the meaning of the activities. In order to do so, you can ask them the questions that you find at the end of the activities.

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

During each workshop, children 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, you can choose the ones that are supposed to work better (being more interesting and funny) with your group of children. You can even split the workshop in two, or more sessions.

The BIC curriculum includes four workshops, each focused on a specific topic. Workshops can be identified by the following icons, which are used in each workshop section:

The workshop about **bullying** is identified by the following icon:

The workshop about **emotions and emotional regulation** is identified by the following icon:

The workshop about **problem-solving** is identified by the following icon:

The workshop about **respect, friendship and prosocial behavior** is identified by the following icon:

## BIC ANTI-BULLYING PROGRAM

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 children. The BIC team, together with professionals and with the children involved, will discuss the most serious cases of bullying.

Children 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 in the social contexts where children live (e.g., residential care settings, as well as school, etc.). In the first phase, the abilities just learnt by children are used during the workshops. In the second stage, the same abilities are used during the following workshops. Professionals should praise children's learning progress. Finally, children 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:** You can find videos about bullying through the workshops. Children should pay attention to the videos and discuss about them at the end.



**Group discussion:** Older children (those aged 9-11) are encouraged to carry out group-discussion about different themes. Professionals are responsible for leading the discussion, by asking questions.

Professionals will not suggest solutions to problems, instead they will let children reflect upon each theme. Children 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 answer and that everyone is free to express his/her opinion.



**Role-playing - Learning by doing:** Children are encouraged to act out stories about bullying, which can be found through the workshops. Each child 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. The learning by doing exercises are supposed to teach abilities and competences through active engagement in practical activities"



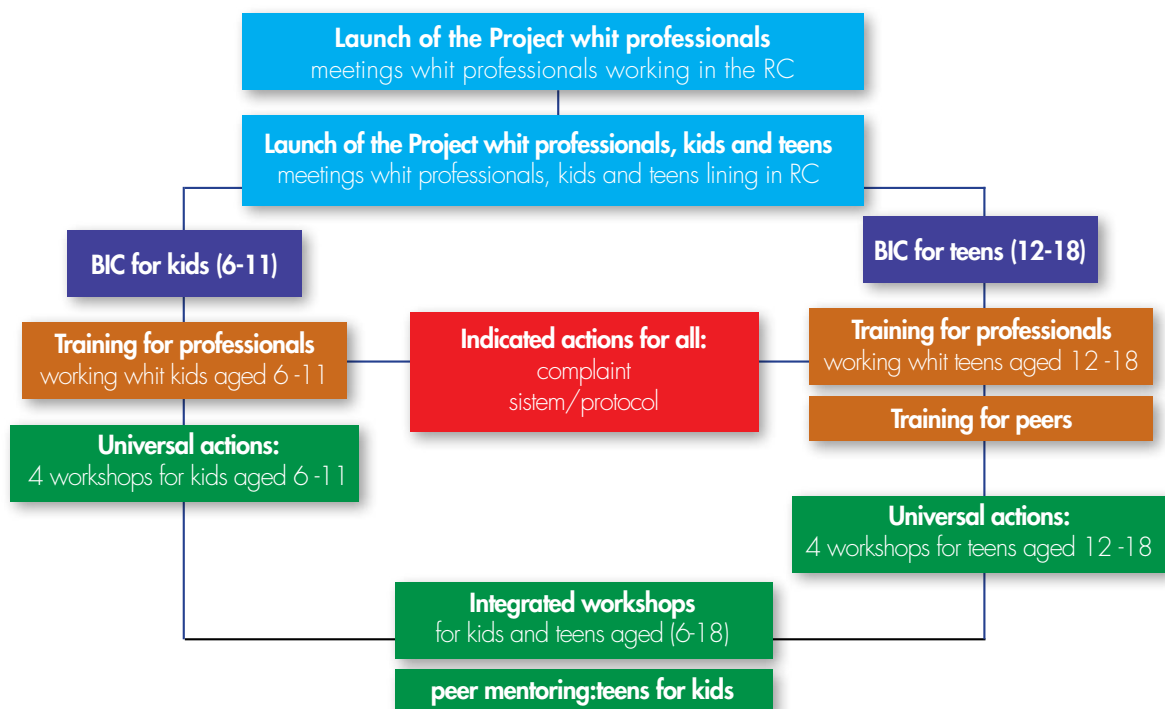
**Reading out stories:** Professionals are encouraged to read out stories and let children reflect upon them. Stories can be read also by volunteer children. However, ensure that volunteer children alternate each other.

### 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. Therefore, Indicated actions are addressed to children and adolescents who perpetrate bullying and to those who are victimized.

Each Residential care settings will have its own protocols to tackle specific bullying cases. These protocols will be defined together with the trainers, during the training week. The aim is finding adequate protocols for each specific cultural context and country participating in the BIC intervention program.





## PHASES OF THE BIC PROJECT

BIC requires the commitment of all personnel. The BIC program is not meant to last within a defined period, indeed it should become part of the Institution's ongoing anti-bullying efforts.

The intervention is structured in the following phases:

### 1. LAUNCH OF THE PROGRAM

**1a. Launch of the project with professionals:** 1 meeting (2 hours) with professionals is arranged in order to increase awareness of bullying and inform them about the project.

**1b. Launch of the project with professionals, children and adolescents:** 1 meeting (2 hours) during which the project is presented to children and adolescents. The goal is increasing the awareness of bullying. Professionals will carry out this meeting, conducting activities.

## **2. TRAINING**

**2.a BIC FOR KIDS: Training for professionals:** professionals working with children aged 6-11 will be trained by the experts (10 hours) for implementing universal and indicated actions.

**2.b BIC FOR TEENS: Training for professionals:** professionals working with adolescents aged 12-18 will be trained by the experts (5 hours) for implementing universal and indicated actions. Besides, they will participate to the peer education training (1 full-day).

**2.c BIC FOR TEENS: Training for peer educators:** all teens will be trained to become peer-educators (1-full day).

## **3. UNIVERSAL ACTIONS: IMPLEMENTATION**

**3.a BIC FOR KIDS:** 4 workshops (2 hours each) conducted by professionals with children aged 6-11

**3.b BIC FOR TEENS:** 4 workshops (2 hours each) conducted by peer-educators with adolescents aged 12-18, monitored by the professionals

**3.c INTEGRATED WORKSHOPS:** 2 workshops (2 hours each) during which all children and adolescents will be involved, monitored by professionals

**3.d PEER MENTORING SYSTEM:** older children will mentor the younger ones by a structured and controlled system (e.g., in order to guide them, to give advices, support, suggestions and information)

## **4. INDICATED ACTIONS/COMPLAINT SYSTEM: IMPLEMENTATION**

After the trainings and in parallel to Universal actions, the indicated actions will be carried out and the complaint system will be activated.

## 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 the 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 adolescents 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 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 aim at preventing bullying among all children. The second aim 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

- At the end of the workshop children will:
- Learn the characteristics of bullying
- Learn that different types of bullying exist
- Learn that there are different roles in bullying

### Materials needed for children aged 6-8

- Learning Toolkit
- A projector
- Bullying cards
- Sheets of paper
- Colored crayons

### Materials needed for children aged 9-11

- Learning Toolkit
- A projector
- Pictures of geometric shapes, colors, or musical instruments.
- A poster

## WORKSHOP 1 – BULLYING

This workshop will focus on bullying. Below, you can find a definition of bullying.

“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”

During the workshop, explain to children what bullying is, by using simple words.

The workshop has three main goals:

### 1) Understanding the characteristics of bullying:

**a) Bullying is intentional,** meaning that those who bully have the intention to harm (physically, or psychologically) someone. Discussions and arguments are quite normal in a social relationship. When children have a discussion, or an argument, the intention is not that of causing any harm.

**b) Bullying is repetitive:** It takes side several times (from every day to several times per week/month), whereas discussions and arguments generally happen every once in a while.

**c) Unbalance of power:** The bully is physically, or psychologically stronger than the victim. The victim is not able to defend herself from bullying attacks and is often weak and younger than the bully. This is not the case of quarrels and arguments among children. Indeed, children who quarrel, manifest the same degree of physical and psychological strength.

## **2) Understanding different forms of bullying:**

- a) **Physical bullying:** beating, pushing, hitting, kicking and destroying or stealing another's property.
- b) **Verbal bullying:** Insulting, threatening, verbal offences, name-calling and hostile teasing are also bullying.
- c) **Indirect bullying:** saying nasty things behind someone's back, malicious gossip, ignoring, isolating and excluding a peer from the group).
- d) **Cyberbullying:** social tools and social media are used to hurt a targeted victim, by spreading rumors and insulting.

## **3) Understanding bullying roles:**

beyond those who bully and those who are victimized, during bullying situations some children enjoy bullying, by helping the bully, or laughing and cheering at bullying, some other children defend their victimized peers, whereas the majority of children witness bullying passively, or shy away.

## **PART I – ACTIVITIES FOR CHILDREN AGED 6-8**

The first goal of the workshop is letting children understand what bullying is, its features and dynamics.

### **What is bullying?**



#### **1) UNDERSTANDING WHAT BULLYING IS**

##### **1A) START THE WORKSHOP PRESENTING A CARTOON ABOUT BULLYING**

Then, ask children the following questions:



### 1B) BULLYING CARDS

Let children understand the difference between bullying and other social behaviors. Children should look at the cards and tell if it is bullying, or not and how they did understand it.

What are the kids in each picture doing? How do you know if it is bullying, or not?

Let children reflect upon the fact that bullying occurs when a child is incapable of defending himself/herself, whereas arguments among peers are different from bullying. Arguments can occur in a social relationship and generally, children restore the relationship after having an argument.

### 1C) LET'S MAKE A DRAWING ABOUT BULLYING.

Children should make a draw about bullying on the half page of their Learning Toolkit and on the other half page, they should make a draw about a behavior that is not bullying (for example: arguments between friends; children's attacks with weapons).

The second goal of the workshop is letting children understand that there are different types of bullying.

### 1D) UNDERSTANDING UNBALANCE OF POWER:

This activity aims at letting children understand that the bully is stronger than the victim. You can use the bullying cards to let children reflect upon unbalance of power. Ask the following questions: "Is the bully stronger than the victim? Is the victim able to defend herself? How do you understand that?"



## 2) UNDERSTANDING BULLYING TYPES

### 2A) STORY ABOUT INVISIBLE BULLYING.

The wind and the young guy. "A young guy was so mad at his friend Paul, that he thought he should take revenge and spread false rumors about him. He started to scream the rumors at the wind, so that they could be easily spread. The wind blew so hard that the rumors were rapidly spread all over the town. All the people knew the rumors about Paul and started to exclude and isolate him. The young guy started to realize that he had acted very badly at his friend's back. So, he asked for a wise man advise, who told him: "You should ask the wind to stop immediately". The young guy ran outside and asked the wind to stop itself. "Ok, I could stop myself said the wind, but the rumors, are already spread out all over the town". So, the young guy came back discouraged to the wise man and told him: "The wind already spread the rumors all over the town and now all the people know about them". The wise man nod..."So, now you should understand. Once you have spread bad rumors you cannot keep them back. You can hear the wind, even if you cannot see it. Rumors are like the wind: You cannot see them, but once they have been heard, you cannot stop them from hurting".



After reading out the story, ask children the following questions: "Why people spread rumors? How can they stop rumors once they have been spread? What can we do when we hear rumors?" (Examples: do not take part in rumors; tell that rumors are not true; say that rumors are nasty and hurt the targeted person).



Now, ask children to make a drawing of the story, on their Learning Toolkit.



## 2b) THE EXCLUSION AND INCLUSION GAME:



Prepare some pictures of either geometric shapes (for example: square, rhombus, circle), colors, or musical instruments. Pictures have to be equal to the number of players, but they should depict 2-3 different geometric shapes.

Ask children to form a circle with everyone facing the outside of the circle. They should close their eyes. Tell them that you will be placing pictures of geometric shapes on their backs (note: children should not look at their peers' back).

Then, ask children to open their eyes and walk around. Each child will know the geometric shape depicted on the other children's back, but not his/her own. At your signal, they should group themselves with children with the same geometric shape. They can do this by speaking. Groups should be of the same size (for instance, if you have twenty children, you can use four geometric shapes, so that they can form four groups of five children each). Make sure each child is included in the group.

At the end reflect upon inclusion: "How do you feel when you find a group of children you can join?"

Repeat the game, this time by placing different pictures on the back of each child. Pictures could be about colors, musical instruments, vegetables, fruits. After a while, children will realize that they cannot group themselves.

At the end reflect upon exclusion: "How do you feel when you cannot find a group you can join in right away?"

Let children reflect upon the fact that different types of bullying exists and that bullying can also take place by excluding and saying nasty things.

### 3) UNDERSTANDING ROLES IN BULLYING

#### 3A) LET'S ROLE PLAY



Ask the group to role-play the following scenes.

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 him that he would beat him up if he ever fought back. While Matt is bullied, Alex call Matt "ugly" and "stupid", as well; Paul laughs all the time, whereas, some other kids shy away and pretend not to see bullying.

2) Sarah started to being bullied at the Home for Children since she arrived. The older girls started to tease her in every possible way. Johanna, in particular, call 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.

The group should be divided in two groups. If the group is small, you can choose to role play just one of the scenes.

Each group takes a few minutes to read the scenes and decide who will act each role. Then, the scenes are played one by one. The other children pay attention to each scene. Professionals should ensure that everyone is watching and listening silently.

After watching the scenes, reflect upon each role. Ask some questions: "Are there any other roles beyond the bully and the victim? What does the group do during bullying episodes?"

After the discussion, give the following explanation of bullying roles. Children should guess who was acting each role in the scenes acted before.



**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.

## PART II – ACTIVITIES FOR CHILDREN AGED 9-11

### What is bullying?



#### 1) UNDERSTANDING INTENTIONALITY OF BULLYING

1a) Start the workshop presenting a video about bullying

After watching the video, ask the following questions:

You can read the definition of bullying provided at the beginning of this workshop too.

After reflecting upon the video and explaining what bullying is, professionals or volunteer children read out the following stories about bullying ...



## 1B) STORIES ABOUT BULLYING



"Daniel is the newcomer at the Home for Children; since he arrived, he has been an easy target for the bullies. They knew Daniel went in a home for children since he was two years-old 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 children to left him alone. They insult him all the time, telling that he smells bad. The bullies posted nasty pictures and videos of him on Facebook. They took his schoolbooks and clothes and squeezed some shampoo on the bed. One time they stole his hoodies, so that Daniel was left with nothing to keep him warm. He doesn't know what to do and he never speaks up, because he doesn't know who to tell that he is bullied".

"Lucy is being bullied at the Home for children, because she is from another country. She has no friends and everyone among her peers isolate her. She cried and cried but she could not find the courage to tell adults what is going on. The staff ignored her and she feels



like she is left alone. She is often blamed by her peers for the things she never did. They did not believe her, because bullies acted differently in front of them than they do with Lucy. Bullies make fun of her, calling her names. They even 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".

### What is not bullying

It is important to distinguish bullying from arguments, discussions, quarrels and jokes.

**Bullying is not rough play.** When two or more children of the same physical strength quarrel, or fight it is not bullying. It is important to note that in these kind of situations all children are playing and having fun and no one is harmed, or distressed.

**Bullying is not having a discussion,** or an argument. This kind of situations could be quite normal in a social relationship. The intention behind discussions and arguments is not harming, or causing distress to a peer.

**Bullying is not making jokes.** It is quite normal to make funny jokes among children. If all of them are having fun and no one is hurt, or upset, there is no bullying.

After reading each story, encourage children to reflect upon the **intentionality** of bullying. Ask the following questions for the first example: "Why do children insult and exclude Daniel? Why do they spread nasty rumors on Facebook? Why did they steal Daniel's hoodies?"

Ask the following questions for the second example: "Why do children make fun of Lucy? Why do they exclude Lucy from sports?"

### Making jokes VS bullying

After each example, children should evaluate if it is bullying, or a joke.

Example 1: Lately, children gave Luke some nicknames, such as "big elephant" and "hippopotamus". Luke does not like at all these nicknames. He shares the room with three of his age-mates. Yesterday, before going to bed, they squeezed toothpaste on his bed. Luke did not realize it. When he went to bed, his pajama and hair were covered with toothpaste. All the other boys in the room started to laugh and pointed at him. Luke cried in front of them and ran into the bathroom.



Ask children the following questions: "Is that bullying, or is it just a joke? How do you know that? How does Luke feel?"

Example 2: Today, when Rose came back from school, he was not able to find her roommates. She looked for them in the bedroom, then in the living room and finally in the yard. However, nobody seemed to be there. She went back in the bedroom and, again, looked around for them. Suddenly, and Daniel came out from the wardrobe, screaming aloud. Matt started to laugh, even if he was a bit scaring.

Ask children the following questions: "Is that bullying, or is it just a joke? How do you know that? How does feel?"

Is that bullying, or is it just a joke among children? How does Matt feel?

Ask children how they understood it was bullying, rather than a joke. Ask them if a joke may become bullying and if the other way around is also possible.

## 2) UNDERSTANDING REPETITIVENESS OF BULLYING

### 2A) UNCOMFORTABLE POSITION

Let's do the following exercise.

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



Professionals check the time by a chronometer and ask the group, approximately every 30 seconds, how they feel in that position. "Is it comfortable?" "Do you feel any pain in your muscles?"

Discuss together with the group, about the repetitiveness of bullying. Ask some questions: "Is it nice to being repetitively bullied?" "How

does one feel to live the same situation repeatedly?"

## 2B) THOUGHTS BUBBLES

Look at the cartoon bubbles and discuss about the repetitiveness of bullying.

After reading the cartoon bubble, let's reflect upon **repetitiveness** of bullying. Ask children some questions, such as: "How does one feel when he/she is victimized every day?"

## 3) UNDERSTANDING UNBALANCE OF POWER

### 3A) POSTER



**Monday**



**Tuesday**



**Wednesday**



**Thursday**



**Friday**



**Saturday**



**Sunday**



Children should split a poster in four squares. Write down on one side the behavioral characteristics of the bully and on the other side the characteristics of the victim. Children should suggest the characteristics of the bully and the victim.

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

**How the bully and the victim behave:** they look fragile and insecure, 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:

After writing down the characteristics of the bully and the victim, ask children the following questions: "Why does the bully choose one specific victim? Is the victim just a random one, or does the bully choose her because of some reasons? Does the bully feel stronger than the victim?"

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

### 3B) INCLUDING SOMEONE.

Ask to a volunteer person 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, children in the first group should have brown eyes, if the excluded child's eyes are brown and so on. Children in the second group should like the same music of the excluded child.

After children have decided the common characteristics, the excluded child can come back into the room. 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 children who belongs to each group (according to the common characteristics/common interests).

At the end, you can ask to the child 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 child leaving the room.



#### **4) UNDERSTANDING DIFFERENT TYPES OF BULLYING**

**4A) STORY ABOUT INVISIBLE BULLYING. READ OUT THE STORY ABOUT INVISIBLE BULLYING ON PAGE...**

**4B) MAKE A COPY OF MY DRAWING!**

A child make a simple draw on a piece of paper (example: a house with doors and windows, a tree with apples on the top; a flower with several petals). Another child should look briefly (for a few seconds) at the draw and try to copy it. Then, the second draw is shown to another child, who copy it and so on. At the end, compare the first draw, with the last one.

Encourage children to reflect upon the fact that things can be distorted and that false rumors can be spread. Ask children the following questions: "Do you think that sometimes things can be easily distorted? What can we do if someone spread false rumors about us"?

#### **5) UNDERSTANDING ROLES IN BULLYING**

**5A)LET'S ROLE PLAY**

Ask the group to role-play the following scenes.

3) 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 him that he would beat him up if he ever fought back. While Matt is bullied, Alex call Matt "ugly" and "stupid", as well; Paul laughs all the time, whereas, some other kids shy away and pretend not to see bullying.



4) Sarah started to being bullied at the Home for Children since she arrived. The older girls started to tease her in every possible way. Johanna, in particular, call 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.

The group should be divided in two groups. If the group is small, you can choose to role play just one of the scenes.

Each group takes a few minutes to read the scenes and decide who will act each role. Then, the scenes are played one by one. The other children pay attention to each scene. Professionals should ensure that everyone is watching and listening silently.

After watching the scenes, reflect upon each role. Ask some questions: "Are there any other roles beyond the bully and the victim? What does the group do during bullying episodes?"



After the discussion, give the following explanation of bullying roles. Children should guess who was acting each role in the scenes acted before.

## COMMON ACTIVITIES FOR ALL KIDS (AGE: 6-11)

### 1) DEVELOPING RULES AGAINST BULLYING

**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.

At the end of the workshop, ask the group to think about **rules that should be followed to prevent bullying**. Write the rules on the board. Then work with the group to sum up the ideas into a final set of rules of conduct.

NOTE: Limit the final set of rules to no more than 3-4, so that they are easy to remember. Also, state each rule as a 'do' statement (e.g., "Treat others with courtesy and respect") rather than as a 'don't' statement (e.g., "Don't yell at or insult others.").



### A sample set of anti-bullying rules may be:

- Use words only to say nice things.
- Make everyone feel welcome and included.
- Help others who are being bullied or picked on.

Children should write the rules on a poster and hang it in a common area. Each child should sign the poster.

## 2) REWARDING POSITIVE BEHAVIORS

Children should be rewarded for their positive behaviors.

Each child should draw a snake like the one in the picture. They can find one and cut it on their Learning Toolkit. They should write down their own name on the top of the sheet. Each sheet should be held in a common area. Each time children behave positively (for example: they are kind with their peers; they include their peers), they are allowed to draw and paint a star in a square of the snake. Stars correspond to some kind of reward. For example, three stars are needed to obtain a toy; five stars are needed to play a game, etc. You should agree the type of reward with children. When a star has been painted in each square of the snake, children obtain a consistent reward: something they really wish to have.

Finally, one volunteer child 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

- At the end of the workshop children will:
- Learn to recognize emotions
- Understand that emotions should be expressed in
- An adequate way in relation to the social context
- Learn appropriate strategies to regulate their own emotions

### Materials needed for children aged 6-8

- Learning Toolkit
- A little box
- Emotions cards
- Colored Crayons

### Materials needed for children aged 9-11

- Toolkit
- Two or more posters
- Colored crayons and pens

## EMOTIONS AND EMOTIONAL REGULATION

This workshop will focus on emotions. Explain Emotions with simple words. For instance, ask children to think back to the past day or so and ask them: "Do you recall feeling happy, sad, fearful or angry in response to a grade on a test, or a conversation with a friend? These events trigger emotions because you care about their outcomes".

### HOW MANY EMOTIONS DO WE FEEL?

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, sweating. For example, 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".

### Facial expressions of emotions:

In the following, you can find the facial and body characteristics 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, curved shoulders, withdrawn body, trembling chin, weak and emotional voice, numerous and long pauses, talking slowly, walking slowly, moving 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:** lowered eyebrows, wrinkle nose, lowering and pressed mouth corners, wrinkle forehead, and 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.

The "Turtle technique" could be an effective strategy to calm down and a good step before engaging in problem solving. The child is asked to imagine she has a shell, like a turtle, that she can retreat into. She is asked to imagine going into her shell, taking deep breaths and thinking to herself "Stop, take a deep breath and calm down". As the child is taking these breaths is asked to focus on her breathing and relax her muscles. The child is encouraged to stay in her shell until she feels calm enough to come out. Teaching children to use positive self-talking provides them with emotional regulation strategies.



## **PART I – ACTIVITIES FOR CHILDREN AGED 6-8**

### **1) RECOGNIZING EMOTIONS.**

**1a) Emotions dice.** Print drawings of faces representing different emotions. Glue the faces on the six sides of a small box. Let children toss the box and when it settles, let children identify the emotion. Ask children to imitate the emotional expression and ask them in which situation people may feel like this.

This activity help children to distinguish one's own emotions from others' emotions and to use the emotional vocabulary.

### **1b) Emotions cards.**



Children should categorize the emotion cards, putting them in each emotional category. For instance, they should put the pictures about sadness in the sadness category, those about anger in the anger category and so on. Supervise their work and help them if they need any advice.

## 2) EXPRESSING EMOTIONS:

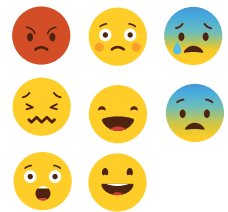
### 2A) MAKE A PAINTING OF YOUR OWN EMOTIONS

Let children draw emotions' facial expressions (see above). Fold the papers and put them in a basket. Then, each child pick a paper and imitate through facial expression and gestures the emotion picked. Each child will imitate emotions in turn and the other children will guess the emotion.

Explain the exercise: "Emotions tell a lot about how you feel. It is important to be able to identify emotions and know how to deal with them. Your emotions are like a painting. Each of your emotions is pieced together to make up the whole you. Draw a face, showing different emotions you feel today, inside the frame below".

### 2B) THE EMOTIONS' COLORS.

Children should match each colored card with one, or more emotions. First, make an example: "Today, I am green, because I feel happy. What color is happiness for you? Why?"



### 2C) LET'S MOVE!

After children have matched emotions and colored cards, split the group into smaller groups. Each group should choose an emotion and a color for it. Then, children should walk through the room, miming the emotion (by gestures, facial expression and the way of walking). The other children should guess which emotion is being imitated and what color the emotion is.

## EMOTIONAL REGULATION:

### 3A) TURTLE TECHNIQUE

In order to teach the Turtle Technique, children should stand in a half circle. Tell them the following instruction:



- 1) Close your eyes and imagine you have a shell, like a turtle
- 2) Imagine you are angry: your heart and breath are fast, your face turns red and you feel like screaming
- 3) Now, stop, take a deep breath, relax your muscles and retreat into your shell
- 4) Can you feel your heart and breath? Are they lower now?
- 5) Stay into your shell until you have calm down. Then, you can come out from it.

### 3B) EMOTION THERMOMETER

Children look at the Emotion Thermometer on their Learning Toolkit and think about the situations that make them feel good – angry. Let them reflect upon the fact that different situations could generate different levels of anger.

### 3c) Untangle your own emotions!

Ask children which situations make them feel bad (sad, angry, nervous).

What can we do to deal with those emotions? Let children suggest some ideas.

Now, ask them, to sit on the floor and curl themselves up.

Ask them to close their own eyes and imagine they are like a ball of wool.

All the negative emotions are trapped into the ball. So, ask children to slowly free themselves from the negative emotions. They slowly open up themselves and shake off their body, until they feel enough freed from the negative emotions: "Now, let's shake our arms, legs and shoulders, to get rid of the emotion".

At the end of this activity, ask children the following questions: "Did you get rid of the negative emotions? How do you feel?"








The exercise can be repeated again. If it is possible, you can also put on some relaxing music.

## PART II – ACTIVITIES FOR CHILDREN AGED 9-11

### 1) RECOGNIZING EMOTIONS

#### 1A) MATCH EMOTIONS AND SITUATIONS!

Let children match social situations on the left, with facial expressions on the right. Each situation can be matched with more than one emotion.

- |   |  |
|---|--|
| 1) Having being invited to a party              |  |
| 2) Receiving a gift                             |  |
| 3) Having being scolded by the teacher          |  |
| 4) Having an argument with a classmate of yours |  |
| 5) Going to the dentist                         |  |
| 6) Having being teased by your roommates        |  |
| 7) Watching an horror movie                     |  |
| 8) Going to a one-day trip with your classmates |  |
| 9) Excluding a peer from a game                 |  |
| 10) Having being excluded from the lunch-table  |  |
| 11) Having spread rumors about your roommate    |  |
| 12) Fall off from your bike                     |  |

## 2) UNDERSTANDING EMOTIONS: ANTECEDENTS, CAUSES AND REACTIONS



### 2B) READ THE STORY AND DRAW THE EMOTIONS' MAP

Read aloud the following story to children and let them reflect upon the emotions of the protagonists:

"Alex's football team is playing against the best team in the league. This is the final match of the championship. It is a close game, but Alex's team is consistently ahead. The whole team is thrilled with excitement. However, in the last 10 minutes, suddenly the game turns and the other team is ahead of three points. The pressure goes on! One of the player become so anxious that he throws the ball to the home goal, rather than to the opponent's goal. The other team wins the match, eventually. Alex is so mad that he kicks the goal. He screams aloud; his heart is beating fast and his face turns red. Mark on the other hand, burst into tears and leave the field. His eyelids are lowered and his shoulders are hunched".

Let children reflect upon the fact that people may feel different emotions in the same situation and may react with different emotions to the same situation. The intensity of emotions may also vary among people.

Split the group in two smaller groups. Each group has to draw on a poster the emotions' map related to the emotions expressed by Alex and Mark.

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



Professionals 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"?

### 3) EMOTIONAL REGULATION

How to create the emotions' map:

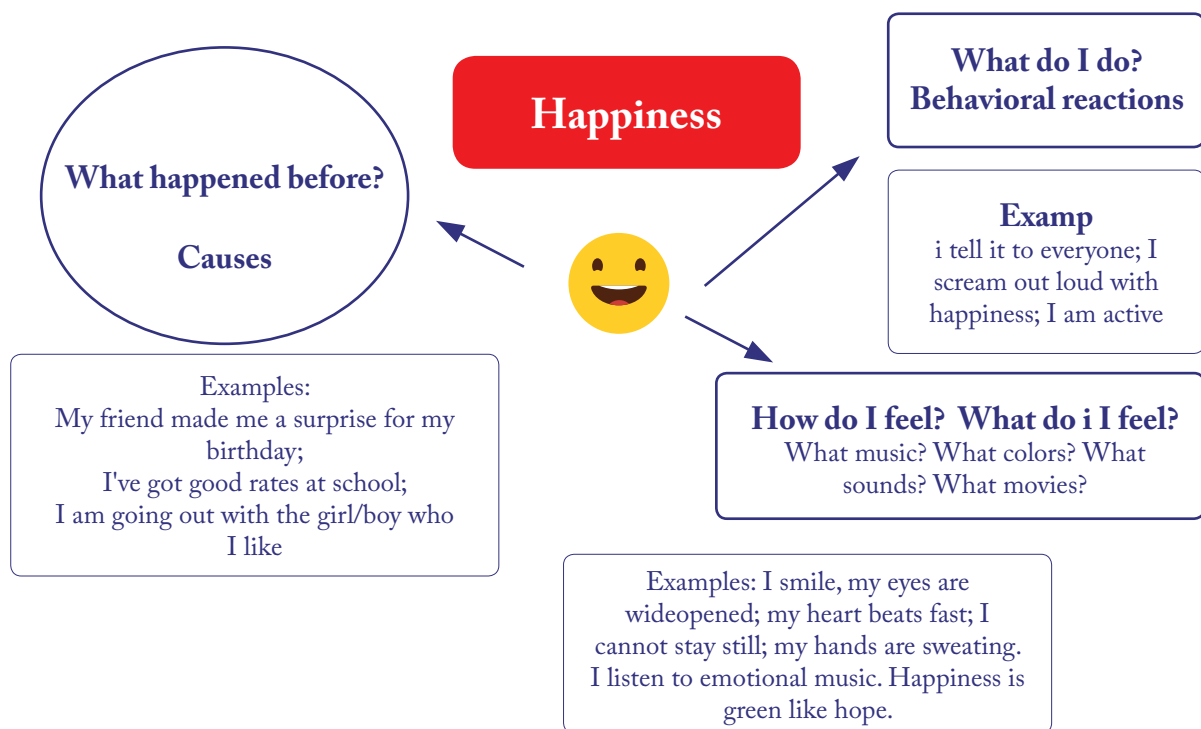
Write down on the poster the emotion you will draw chosen. Type the word with big characters: It should look evident!!!

Write down the emotion antecedents and causes, together with the behavior acted by the protagonist of the story. Write down the facial features related to that emotion. What does the person 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 image 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.

If you need some help, please look at the schema on the previous page.



Sometimes emotions may be overwhelming. It is as if you feel you cannot do anything to control them. However, it is not good to react when we are overwhelmed by our emotions. For instance, when you are angry you may do and say things that you end up regretting later. 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 own thoughts can influence your feelings. When you are angry, you may try these **strategies**: Count to 10; leave the situation; squeezing a fidget; going out for a jog; talking to yourself in your mind in a soothing way: "I can handle this"; seeking for your friends' support and advice.

Ask the group, if they have any other idea in their mind about emotional regulation. What can we do when we are angry, sad, or scared?

### **3A) TEACH CHILDREN THE FOLLOWING STEPS TO REGULATE THEIR OWN ANGER**

The first step involves **recognizing internal signals** that they are becoming angry. Children should be taught that there are certain physiological events occurring immediately before anger. It's important that they learn to recognize them. By recognizing what happens to their bodies before they get angry, they will get the chance to distract themselves, or walk away before they react. For instance, you may ask: "What do you notice in your body just before you get angry"? Children often say: feel warm all over; notice their pulse is rising; make fists with their hands; hold their teeth very tight; start shaking all over; feel their muscles getting tight.



1) **Think before doing:** stop and think about the behavioral response, before acting.

2) **Regulate and express anger appropriately:** Take profound breath



and take a moment to think: "Ok, I can manage this"; "I am able to deal with this".

## Empathy

We feel empathy when:

- We understand feelings of others.
- We attempt to understand the behavior of others and its causes.
- We respond to others' need, or act on the behalf of someone.

Empathy enables people to feel themselves in "someone else's shoes".

In empathy, the understanding and expression of emotions are intertwined, since both the awareness of the emotions of another and the vicarious experience of those emotions are required for an empathic response.

More specifically, empathy includes **two components**:

Emotional component: includes the ability to feel the emotion of another person, or responding emotionally in a similar way.

Cognitive component: includes the ability to detect different emotions and taking another's emotional perspective.

Understanding and feeling the emotions is important because it leads to prosocial, or altruistic behavior, namely actions that benefit another person without any expected reward for the self.

In order to teach how to deal with anger, let children stand in a half circle. Tell them the following instruction:

- 1) Close your eyes and imagine a situation in which you are angry
- 2) Do you feel something in your body is changing? Let children reply to the question
- 3) Maybe you would like to scream, or being aggressive to those who made you angry. However, stop for a while and think before you react.
- 4) Take profound breath and think "I can deal with this"; "I just have to leave this situation" "I will ask for someone's help".

### **3B) DEALING WITH MY ANGER.**

To calm down my anger I can try these thoughts:

Now, suggest a few thoughts that you could try to deal with your own angry. Write down the thoughts inside the thoughts bubbles:

### **3C) EMOTION THERMOMETER**

Children look at the Emotion Thermometer on their Learning Toolkit and think about the situations that make them feel good – angry. Let them reflect upon the fact that different situations could generate different levels of anger.

### **Shake off your anger!**

Children should stay in a semi-circle.

Ask which situations make them feel angry.

What can we do to cope with those emotions?

Let children suggest some ideas.

Now, ask children to repeat the following sentence: "I am angry when..." Each child should say when he/she is angry. After all children have said when they are angry, let children shake off the emotion: "Now, let's shake our arms, legs and shoulders, to get rid of the emotion".

Repeat the exercise, with other negative emotions (example: sadness, anger, fear).

At the end children should complete the sentence: "When I deal with a negative emotion, I know how to deal with it:..."

### 3d) Let's read the stories and role play!



Now, ask four children to read aloud 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. He always becomes mad at them. His heart starts to beat fast and his face turns red. He screams out, furious 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 two years-old 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 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

start and her body is withdrawn. She always cries under the sheets.

4) Hanna 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. She breaths fast and her face turns red. She always wish to disappear, or hide herself.

After reading the four stories, ask to role-play them. Before playing the scene, each group will firstly agree about an alternative ending, in which the victim should use a strategy to deal with the emotion in an appropriate way (for example: walk away from the situation; asking for help; warning adults).

#### 4) UNDERSTANDING EMPATHY

4A) HOW DO PEOPLE FEEL IN DIFFERENT SITUATIONS? PUT YOURSELF IN SOMEONE

#### 4) UNDERSTANDING EMPATHY

4A) HOW DO PEOPLE FEEL IN DIFFERENT SITUATIONS? PUT YOURSELF IN SOMEONE ELSE'S SHOES.

Have children guess how the protagonist of these situations feel themselves.

1) Mary is doing her homework. She is tired of spending her day inside! She wants to go outside, playing with her friends.



2) Mark is watching a football match and his favorite team won the match.



3) Your friend is going to a day trip with the school.



4) Kids are too loud and the teacher is asking them to focus on the lesson.



Finally, a volunteer child reads out the second motto of the BIC Agreement:

"We learn to handle our emotions"



# WORKSHOP 3

## PROBLEM SOLVING

### KEY MESSAGES

#### Goals of the workshop

- At the end of the workshop children will:
- Know the problem-solving technique
- Learn how to use the problem-solving technique
- Learn strategies to help the victim of bullying

#### Materials needed for children aged 6-8

- Learning Toolkit
- Colored sheets of paper
- Glue
- Scissors
- Adhesive tape

#### Materials needed for children aged 9-11

- Learning Toolkit
- A poster



## PROBLEM SOLVING

This workshop will focus on Problem-solving. In the following, we explain what problem-solving is. You can also find a scheme about problem-solving in the next page. Children can learn the problem-solving steps by looking at the thoughts bubbles on their Learning Toolkit.

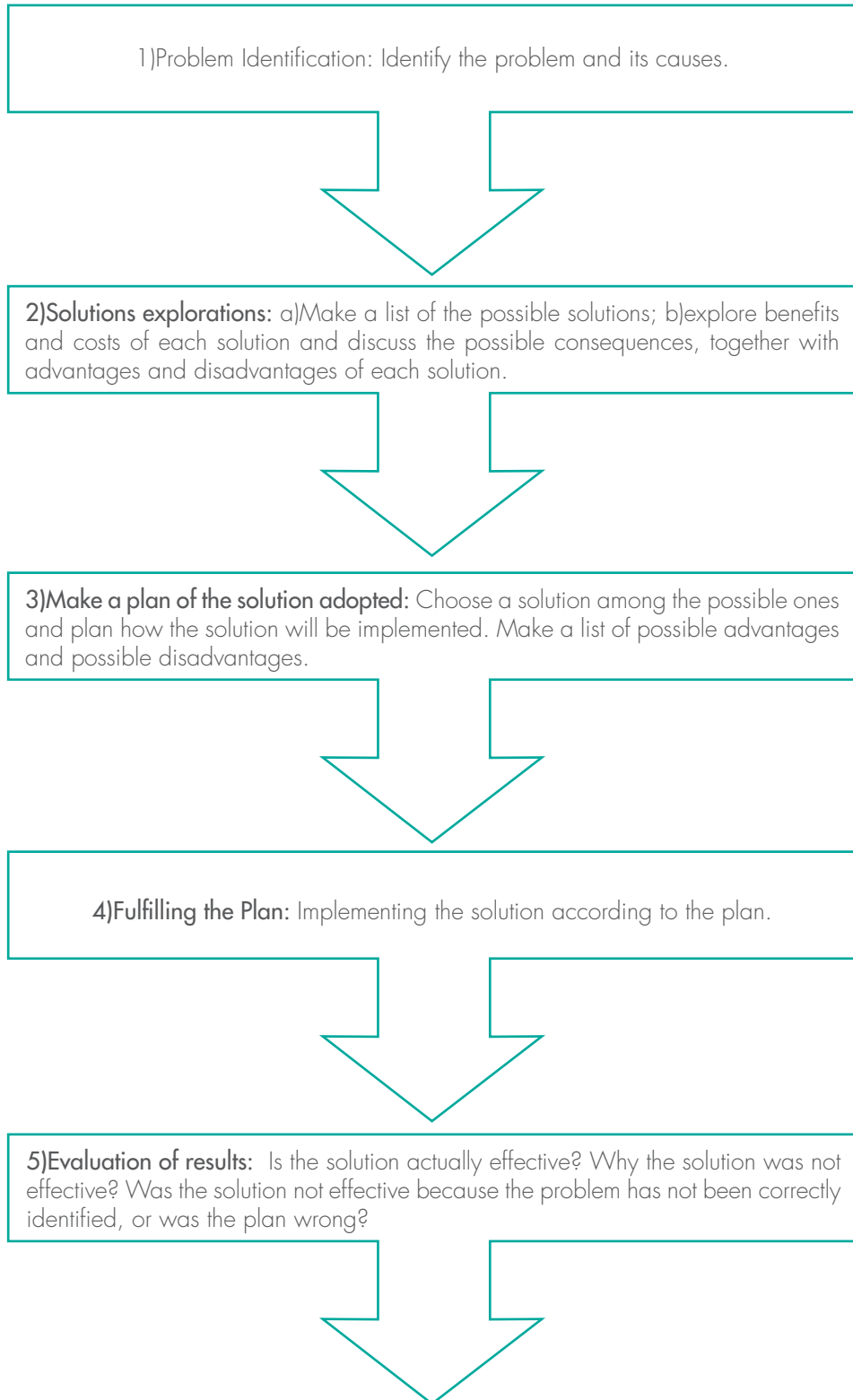


There are not perfect solutions to problems. Indeed, a solution that can be good for a person in a specific situation could turn out to be ineffective in the future. However, the same solution could be inappropriate for another person. Problem solving is a technique that can be useful for a specific situation or for a person in particular.

Social problem solving refers to the generation and application of strategies, which resolve or prevent disagreements, resulting in outcomes that are acceptable to others, while also being beneficial to oneself.

Conflictual social situations could evoke emotions, which can overwhelm children's ability to effectively deal with problems. For instance, a child who is verbally bullied in front of her peer could burst into tears. This reaction could even increase bullying.

On the contrary, learning strategies to solve social problems may help children to better deal with conflicts and bullying.



## **PART I ACTIVITIES FOR CHILDREN AGED 6-8**

### **1A) LEARNING THE PROBLEM-SOLVING TECHNIQUE**

Split the group into two smaller groups. Each group has a big piece of paper on which children should draw and make a collage about a situation of bullying. Children should also draw the solution for the conflictual situation. One group has all the materials needed to draw (crayons, colored sheets of paper), while the other group has only the things to make the collage (glue, scissors, adhesive tape).



You can say: "Well, one group has all the materials to draw and the other one has all the material to make a collage. However, both groups have to make a draw and a collage. How can you solve this problem"? Let children think about how they could deal with the problem.



The two groups have to cooperate in order to find a solution to the problem (for example: using in turn the materials).

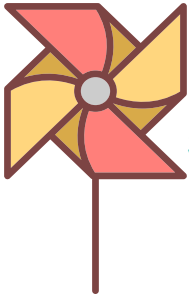
When children have completed the drawing, let them reflect on the importance of cooperating to find a solution together. Ask the following questions: "Was each group able to make the drawing; Were you able to find a solution to the problem"?

## **2) FINDING STRATEGIES TO RESPOND TO BULLYING**

### **2A) LET'S BUILD THE SOLUTIONS' PINWHEEL.**

Ask children what strategies we can use when they are faced with bullying, or when they witness another child being victimized. Visual support with different solutions can be a helpful tool for children. Draw, or build a pinwheel. Let children draw on each screw of the pinwheel, appropriate actions to use when faced with bullying.

You can find, above suggestions about what to draw.



## PART II – ACTIVITIES FOR CHILDREN AGED 9-11

LET'S LEARN TOGETHER WITH DANIEL THE PROBLEM SOLVING STEPS...

1) LEARNING THE PROBLEM-SOLVING TECHNIQUE

1) LEARNING THE PROBLEM-SOLVING TECHNIQUE



**What's the matter?  
Why did it happen?**

**I should make a list of the  
possible solutions to this  
problem. I should also think  
about the consequences of  
each solution**

**Now, I should choose  
a solution**

**I will try this solution!**

**Was the solution good?  
Did it work out?**

### 1A) THE DESERT TRIP.

Split the group into two smaller groups (or more groups if there are many children). Ask children 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 in the desert. They have just small backpacks, so they can carry just five goods. Remember to take enough food for each member of the group!

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 could 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.

After making the list, the group should discuss about the five goods they want



Reflect upon the importance of considering the consequences of each choice and finding a solution together. Ask children 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 RESPOND TO BULLYING

**2a) Match the cards!** What would you do if you were bullied? And what would you do if someone else would be bullied? Cut the cards on the next page and match the situations written on the left side, with the possible solutions on the right side. More than a solution can be used for each situation. However, you can skip a solution, if you think it

is not good. While matching the cards, children should think about the consequences of each strategy, using the problem-solving steps.

After matching the cards, the group discusses about the solutions.

## 2B) THINKING ABOUT STRATEGIES TO HELP THE VICTIM OF BULLYING.



My friend is teased by a group of older children	I ask for adults' help
I know that my peers are spreading nasty rumors behind my back	I think about a way to solve the problem
I am called names all the time	I ask my friends to help me beating up the bullies
I know that my peers are spreading nasty rumors behind my best friends' back	I ignore the bullies
I am physically bullied	I am angry: I scream; I throw objects away
A schoolmate is called names during lunchtime	I spread rumors about the bullies

Read out the stories and use the problem-solving technique

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.

Two volunteer children read aloud the following stories about bullying and cyberbullying.

1) Lately, Manuel's roommates started to post nasty pictures of her 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 Manuel 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) Lately, Nicole's roommates started to insult her badly. They call her "stupid", "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 story 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:

Advantages–Disadvantages–Difficulty ranging from 1 to 10 –Hypothetical consequences

## 2c) ROLE-PLAY THE STORIES THINKING ABOUT A STRATEGY TO HELP THE VICTIM



Role-play the scenes 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 volunteer child reads out the third **motto** of the BIC Agreement:

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

**"We help those who are in need"**





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

## Goals of the workshop

- At the end of the workshop children 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 for children aged 6-8

- Learning Toolkit
- A big sheet of paper
- Colored Crayons

## Materials for children aged 9-11

- Learning Toolkit
- Relationships cards?
- Colored Tape

## PART I – ACTIVITIES FOR CHILDREN AGED 6-8

### 2) UNDERSTANDING THE MEANING OF FRIENDSHIP

#### 2A) FRIENDSHIP CARDS

Explain the difference between friendship and other social relationships.

#### 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 (e.g., studying).



Children should guess if the cards depict friendship, or other kinds of social behaviors.

Help children to reflect upon the meaning of friendship. Ask the following questions: What are the kids in each picture doing? How do you know if the picture is about friendship, or not?

### 3) UNDERSTANDING PROSOCIAL BEHAVIOR

#### 3A) LET'S MAKE A DRAWING ALL TOGETHER!

Split the group into smaller groups, so that children can easily move around the table. Put a big sheet of paper on each table. Let children make a draw about friendship. Beforehand, each group should decide what to draw. Children should cooperate at the draw and everyone should give his/her contribution in order to complete the drawing.

After completing the drawing, ask children the following questions: "Was it easy/hard to cooperate at the drawing? Did you enjoy it? Was the contribution of each one important?"

### 4) UNDERSTANDING DIFFERENCES



#### 4A) READ OUT THE STORY

Read aloud the following story and help children to reflect upon its meaning:

A young painter was used to buy fresh flowers every day. One day, a butterfly that was used to meet him at the outdoor market, decided to follow him home. When the painter reached his home, the butterfly looked from the window at his paintings. They were all depicting flowers. The window was open and the butterfly decided to approach the painter and told him: "Your paintings look nice, but please, tell me: Why are they all about flowers?" The young painter replied: "I have to practice painting flowers as a task for the Art School". The

butterfly looked at him pensive. After a while, she replied: "I see, but flowers are all the same. There are many other things that you could draw". The painter was disappointed by the question. He thought for a while, then he replied: "No, flowers are not alike. Even two grain of sands are not alike. Each flower has some peculiar characteristic that makes it different from the others. Some are colorful and some others are just white. Some have many petals, like daisies and some others have not petals at all, like lilies. They are all beautiful, but they look even more beautiful when they are put together. Their differences make them special".

After reading the stories, ask children the following questions: "Why does the painter draw flowers? What makes flower beautiful according to the painter? Do you think flowers are all alike? Do you think people are all alike? What makes them different from each other? What makes people special?".

## PART II – ACTIVITIES FOR CHILDREN AGED 9-11

### 1) UNDERSTANDING WHAT IS MEANT FOR RESPECT

#### 1A) THE RESPECT POSTER

The whole group will discuss about the aspects of reciprocal respect, which are at the core of living together in a community.



Ask some questions:

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

One of volunteer child writes down either on a poster, or on the board the aspect of reciprocal respect that have been suggested by the group. Children can split the poster in two squares, including respectively the characteristics of respect, as well as drawings about respect.

#### 1B) LISTEN TO ME!

**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. Through the school years, children become more selective about their friends and friendship stability increases with age. Let children understand that 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 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, as well as adults, who are just acquaintances, namely, people who we just do know a bit. Explain children that 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.

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.). 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 watch the scene.

At the end, discuss about the scene. Ask some question: "Was it respectful to do not listen to the person who was speaking? How did she/he feel herself/himself"?



FRIENDS	BEST FRIENDS
CLASSMATES	ACQUAINTANCES
I see my best friend being bullied	We share our secrets

We are in the same class	We share our secrets
We are in the same class	I can rely on them
I greet them when we meet each other	I ask them: "How are you?" when we meet each other
We enjoy our time together	I miss them when we do not see each other for a long time
We like each other	We do our homework together
Sometimes we have arguments	We help each other

### 1c) I THINK YOU ARE NICE!

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

Let children suggest nice behaviors.

Then, each child writes down on a small piece of paper his/her own name. Put all names into a basket. Each child 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 basket, again.

Volunteer children read out the qualities of each child. The child whom quality has been read should guess who wrote it down.

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



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## 2) UNDERSTANDING WHAT IS MEANT FOR FRIENDSHIP

**Prosocial behavior** is a range of helpful and affiliative behaviors aimed at helping others who are in distress. Prosocial behavior promotes positive relationships and is associated with social acceptance by peers. Although prosocial behavior reflects personality disposition, it is to some extent learnt in the social contexts where children grow up. Children model their own behavior on the behavior of adults (caregivers and other significant adults). Through the course of development prosocial values are interiorized, orienting children's social behavior with peers. Prosocial behavior includes: sharing (dividing, or bestowing); helping (comforting a peer who is in distress); cooperation (work together to reach a common goal). It is important to increase prosocial behavior among children, because it enhances positive social relationships and psychosocial wellbeing.

The development of prosocial skills also needs the ability of perspective taking. Prosocial behavior 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.

### 2A) MATCH THE RELATIONSHIP CARDS!

Cut the following cards and match each category: Friends, Best friends, Classmates, Acquaintances, with those on the next page.



Card in the following page, can be matched with more than a category (for example: "we are in the same class" can be matched with "best friends", as well as with "classmates").

### 3) UNDERSTANDING DIFFERENCES

#### 3B) WE ARE ALL SIMILAR AND DIFFERENT

Children should be paired up randomly and should sit in front of each other. Children in should say "I feel similar to you because...." "I feel different from you because..." They should write down on a sheets the things that make them similar different. The sheet should look similar to the following:

#### What makes people different makes them special!

Differences make people unique. It is important to respect people with their own unicity and differences. For instance, each child has his/her own favorite clothes, interests, liked activities, which may differ from the ones of other children. It is needed to respect each child unicity. For instance, some children belong to different cultures and may have habits that differ from ours. It is important to understand that diversities may be a way of learning and looking at things from a different perspective.

### 4) UNDERSTANDING PROSOCIAL BEHAVIOR

#### 4A) GETTING THROUGH THE LABYRINTH

Let children create a labyrinth by means of chairs, little tables and other available objects. In alternative, you can also use a colored tape to be fixed on the floor. If it is possible, children can use a chalk to trace the labyrinth on the floor. Two blindfolded children have to walk hand in hand through the labyrinth. The rest of the group should



help children to getting through the labyrinth, giving some indications. They can use just the following words:

ahead – behind – right – left.

Children should give indications one by one (each child can say in turn just one of the words above).



After playing the game, help children to reflect upon the importance of helping each other and cooperation. You can ask the following questions: "Was the help of each child useful to getting through the labyrinth; Is it important to cooperate to find out a solution to a problem"?

## COMMON ACTIVITIES FOR ALL KIDS (AGE: 6-11)

### 1) CREATING A WELCOME COMMITTEE FOR THE NEWCOMERS



Structure the activities within the community, in a way that bystanders can be encouraged to develop positive relationships with potential victims. When bystanders have a positive attitude towards a victimized peer, they are more likely to help the victim, rather than to support the bully. Here are some ideas that professionals can use to build bonds of caring between bystanders and potential victims.

**Newcomers** may have a few friends in the new setting and therefore be an easy target for bullies. To help these children developing relationships more quickly, create a 'welcome committee'.

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

2. This welcome-committee orientation would last for a week. However, it should give the new student a head start in building peer friendships that can protect children against bullying attacks.

## **2) SECRET FRIEND:**

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 basket, participants pick up 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. Kind behaviors may be: including, sharing activities and games;

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

1) First, everyone will guess who was his/her secret friend 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.

3. If the participant did not guess right, the true secret friend will reveal himself/herself.
4. Professionals will lead the discussion, by asking to the secret friend who acted nice on the behalf of a 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 volunteer child reads out the fourth motto of the BIC Agreement:

**"We wish to create a happy community".**

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## Notes

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## Notes

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