



DisAbuse

STOP DISABLIST BULLYING



Erasmus+

This project is funded by the European Union.



DisAbuse
Disablist Bullying -
Experience Into Change
Providing the Right Support Services

**An Erasmus+ funded project to tackle bullying
and empower SEN/SEND individuals**

TRAINERS MANUAL

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A SIX MODULE TRAINING COURSE



DISABUSE

MANUAL FOR TRAINERS

An Erasmus+ funded guide to running a comprehensive training course to educate and empower SEN/D individuals at school or in the workplace to prevent and tackle bullying.

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WELCOME & INTRODUCTION

On behalf of the authors and all the partners of this project welcome to the **DisAbuse** 6 week Training course aimed at turning both the experiences of young people and adults with special educational needs with disabilities (SEN/D), researchers and practitioners into practical change.

What do we mean by change? We mean a change to the concrete understanding of disablist bullying both within the SEN/D community and with those who work with them across a wide spectrum, but most especially the teachers/trainers who undertake this course. Through them, and this project, we also aim for a change and broadening of understanding of the issue to the wider public at large, as the participants take what they have learned here with them into their homes, schools, colleges and workplaces. And most fundamentally we aim for a change for the better in the lives of SEN/D individuals who will be empowered to deal with bullying issues both themselves, and to work with others to resolve the issue rather than relying on others to do so.

Background

Research to date has shown that children and adults with special educational needs and disabilities (SEN/D) are particularly at risk of disablist bullying and thus every effort needs to be made to reduce the risk and to deal effectively with it should it arise.

Disablist bullying is when people are bullied because of their disability. The impact of such bullying on SEN/D people is both cumulative and devastating. Disablist bullying can happen in all types of settings including schools and workplaces, buses, disability support services and in communities. The social and psychological negative impact can limit their school or work careers. To tackle the reality of disablist bullying the Anti Bullying Research and Resource Centre (ABC) in Ireland have been engaging in research and delivering Stop Bullying Courses to help tackle and empower people to take charge and interrupt this form of very prevalent bullying.

This 6-week training course is partly the outcome of the continuing work that the ABC deliver and is also guided by people with intellectual disabilities that advocate for a bully free life. In conjunction with partners from Spain, Portugal and Italy it is part of a European project that aims to tackle bullying and empower young people and adults with intellectual disabilities and special educational needs with disabilities. It is driven by what past and current research has told us in the area of bullying. It is informed by policy, best practice and feedback from past participants of the very successful stop bullying courses.

Aims & Objectives

By the end of this course participants will be equipped with the knowledge and skills to influence change and to deal with bullying in all its forms. Moreover, we anticipate that the learning will help all those that take part to have confidence and feel that they are important valued citizens who wish for a good life as equal and valued members of their communities.

The learning objectives of this course include:

- Understand what bullying is in all its forms and become aware of the differences between conflict and bullying
- Understand what cyber-bullying is and the many different ways that it can happen
- Understand what relationship bullying is and how it can manifest within environments that are restrictive
- Understand the relationship between bullies, victims and bystanders and come to realise that bullying is a group issue

- Understand what to do and how to deal with bullying behaviours directed towards themselves and how to offer support to others
- Learn about the importance of growing your own self-esteem and the importance of self-advocacy
- Learn about problem-solving and the many ways that we can help ourselves to work out our daily living relationship difficulties
- Learn about people's right to making a complaint and how it needs to work.

Keys for Trainers to Remember

Read through and prepare each Module thoroughly before the session. You will need materials listed at the start of each chapter, including preparing Homework Handouts where required, or to adapt accordingly.

Remember the trainers are absolutely fundamental to the success of this training course. **Empowering the participants is central.** How you set the tone for the sessions will help you throughout. Always remember that the training days will be:

- Determined that people be aware and know of their right to be safe and not to be bullied
- Motivated by the reality that if a person who has a disability feels bullied then it needs to be taken seriously and something needs to be done.
- Underpinned by the assertion they have a right to speak up or take action, and should not be afraid to take steps themselves. The more they speak up the better for all.

The program for the training days will consist of large and small group work, and the groups should be provided with a comfortable and safe environment to interact in.

The trainer should always encourage each person to:

- Listen actively
- Engage in programme activities
- Think about what they say
- Ask questions.

The course is broken down into 6 x 3 ½ hour modules (to be run no more than one a day) with a 45-minute break at the midpoint each day

This Trainers Guide provides a 'Need to Know' section and 'step by step guide' for the trainers for each of the 6 modules/day. There are accompanying training tools online at www.disabuse.eu that should be used alongside this manual to illustrate key points and offer support to the process of the days. These tools come in the form of Power-Point Slides for each module, incorporating visual aids and mp4s, along with role-play, group work sessions, and open discussions. Participants will also have access to handouts and online interactive materials that will help them to consolidate their learning after each session and to which the Trainer should direct them as part of their own learning and empowerment.

*This course also incorporates **LEGO® SERIOUS PLAY®** as an **OPTIONAL** extra for Trainers.*

*You will notice in the body of the 6 modules, certain sections highlighted and marked where **Lego® Serious Play® (LSP)** methodology can, **if the trainer wishes**, be applied.*

These sections can be implemented utilising the LSP addendums at the end of the applicable modules, in conjunction with the Lego® Serious Play® chapter at the end of this manual.

As stated, the incorporation of these Lego® Serious Play® sections is purely at the discretion of the trainer, and there is no obligation to deviate from the standard course materials and PowerPoints.

LSP is included in part to help expand the knowledge and learning of the trainer, in order to further their ability/skills to both inform on and deal with disablist bullying. Even if you do not feel ready to apply the options here, LSP can be studied as a learning tool and stepping stone to enhanced training, and you will find in the LSP chapter further information on LSP methodology including links to the LSP website and manual.

*Fiona Weldon
Professor Mona O'Moore
Lian McQuire*

WHAT BULLYING IS, AND WHAT IT IS NOT

What you need to know....

DEFINITION: There is no universal definition of bullying, however it is generally agreed that it is a form of aggression that is intentional and unprovoked as well as being repeated over time. Some form of imbalance of power, whether physical or psychological between the bully and the victim tends also to be involved .

Abuse of Power: An imbalance of power is strongly associated with bullying. This imbalance may be rooted in age, physical and mental strength, social skills (e.g. verbal acuity) or in social groups (e.g. gangs).

Isolated incidents: While there is an emphasis on repeated negative behaviour, cleverly perpetrated one off acts (e.g. threats of future repercussions) that carry long term psychological and emotional effects on the victim, may also be considered bullying.

What is not bullying:	Distinctive elements:
<ul style="list-style-type: none"> •Random negative behaviour •Assertive behaviour •Teasing in game's context •Disagreement •Personality Clashes 	<ul style="list-style-type: none"> •Imbalance of power •Intention •Threatening behavior •Repetition

TYPES

There are many types of bullying, which are categorised into distinct forms:

Direct Bullying:

The most common forms of direct bullying that children and adolescents engage in are verbal attacks, physical aggression or assaults, gestures and extortion and cyber-bullying.

Indirect Bullying:

More covert and anonymous, harder for the victim to identify the bully, forms of indirect bullying include the passing of nasty notes, offensive graffiti, defacing and damaging of personal property.

Relational and Social Bullying:

Relational bullying which can be indirect in nature, can be damaging to peer relationships. It manifests as the manipulation of social connections or relationships by ignoring, excluding, isolating, or spreading false information and malicious rumours. This form is more common among girls than boys.

** Cyberbullying due to its removed nature and yet focused methods of application, has aspects of both direct and indirect bullying.*

The following are the most commonly reported types of bullying*

- Verbal Bullying
- Physical Bullying
- Gesture Bullying
- Exclusion Bullying
- Extortion
- Cyberbullying

Note - Disablist bullying behaviour may occur under any of these types of bullying (e.g. verbal, gesture, cyber) but is not a type of bullying itself

Verbal Bullying:

Studies have shown that verbal bullying is by far the most common form of bullying. Verbal attacks can be of a highly personal and sexual nature. They can be directed at the victim's family, culture, race or religion. Malicious rumours are particularly insidious forms of verbal bullying. An abusive verbal label or campaign can stick and has the potential to destroy the victim's sense of well being and follow the victim into adulthood

Physical Bullying:

Direct physical aggression is the most obvious form of bullying but is often written off as "horseplay" or "just a game" when challenged. In the case of bullying be aware that these 'games' can be a precursor to vicious physical assaults. Both males and females indulge in physical bullying, males perhaps more so as they have a greater tendency towards physical aggression. Forms are numerous and can include pushing, shoving, poking, hair pulling, spitting, biting, scratching, punching, head butting amongst many others

Gesture Bullying

This form consists of many forms of non-verbal aggressive and threatening gestures, which can convey very intimidating and frightening messages. Various methods include the 'dirty/evil look', the cold stare, the 'throat slitting' gesture, and 'pulling the trigger'. In addition, where there is a physical or intellectual imbalance a gesture intending to humiliate (e.g. indicating the person is a 'cripple' or 'retarded') can be applied.

Exclusion Bullying

Exclusion is particularly prevalent among girls, and is particularly hurtful as it isolates the victim from his/her peer group. This form of bullying can be the most difficult to combat, and the most painful for the victim as it directly impacts on the pupils self confidence and self worth, making them feel as if they are not worth knowing.

Extortion Bullying

Young children are particularly vulnerable to extortion bullying. Demands for money, possessions or equipment, lunch vouchers or food may be made, often accompanied by threats if the victim does not give what is demanded. Children may also be dared or forced to steal from the school or join in some anti-social act, leaving them (at the mercy of the bully) open to further intimidation. Exhorting bad behaviour, which must be carried out in class also puts the victim at risk of punishment from the school as well as fear of reprisals if they confess the truth to their teachers.

[For Cyberbullying See Cyberbullying Session](#)

EFFECTS OF BULLYING

Some of the common effects of bullying on the victim include:

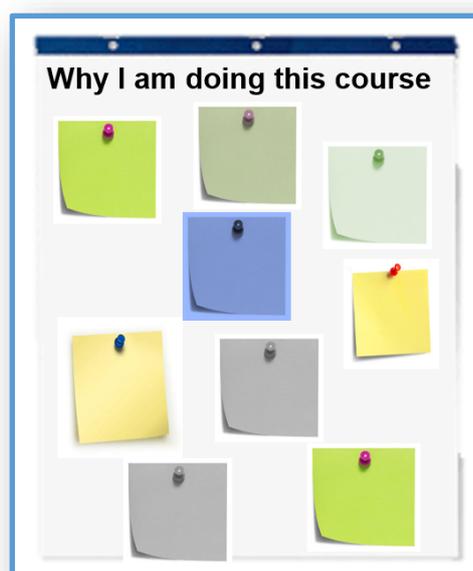
- Stress
- Reduced Ability to Concentrate
- Lack of Motivation or Energy
- Poor or Deteriorating School Work or Work
- Anxiety About Going To School, Work, College
- Loss of Confidence & Self Esteem
- Lack of Appetite / Comfort Eating / Weight Gain / Loss
- Alcohol, Drug or Substance Abuse
- Aggressive Behaviour
- Depression
- Problems with Sleeping: Nightmares, Bedwetting, Sweats
- Stomach & Bowel Disorders
- Panic Attacks
- Nervous Breakdown
- Attempted Suicide

SESSION 1 - WHAT BULLYING IS, AND WHAT IT IS NOT

Outline of Session...using a supportive Powerpoint

Materials Required: Mutlicolour Post-it Notes; Flipchart, Learning Tree Posters for each person, Homework Handout

- **Introduction** – at the start of each DisAbuse session you start off by gathering everyone into an opening circle. Share out some sticky notes (*different colours*) to each participant. Ask participants to think about why they are doing the course (*prompt questions if needed – what do you want to learn*) and write their individual answers on the sticky notes. Stick a sheet of flipchart paper with the heading – “Why I am doing this course” on the wall (*5 mins for task*). Then invite participants to say their names (*one at a time*) and share what they have written down. Get participants to stick their note/s on the flipchart paper - why they are doing the course (*sharing 10 min*). Note: This will be used at the final session.



- **Group Culture** - After this is done you must then decide on a **Group Culture** - Use supportive Power-Point slide Tell participants what a **Group Culture** is:

Group Culture is a list of respectful behaviours that help us to all get our work done and get on well together.

Invite participants to come up with ideas, *give them the example of turning our mobile phones on silent to help them get started.* – ask them why this might be a good idea. Brainstorm ideas (*asking everyone do they know what it means*) then ask them if it is ok to write it up on the flipchart. (*5 – 10 min*)

Things that need to be in any group culture include: good listening, respect, do not interrupt, take part, whatever participants say in the room stays in the room, breaks etc.

(See Overleaf for Sample)

OUR AGREED GROUP CULTURE SAMPLE

- Good Timekeeping
- Mobile Phones on Silent
- Good Listening
- No Interrupting
- Speak One At A Time
- Be Respectful
- Be Nice/Kind to One Another
- No Bullying
- Be Mindful of Yours & Others Personal Space
- Lunch at 12.45 & 2 small breaks



*Note: Type up what the participants create to **make a slide of your own to insert into the PowerPoint for session 2.** Try to **find images that reflect what they have said** for next week. Always **remind them of their group culture at the start of each session.** Participants may want to add to this so be open to revisit and adjust it during sessions. Also **keep group culture feedback and stick it up on the wall at each session.***

- Introduce the **Learning Tree** - use supportive PowerPoint slide to explain – tell participants that at the start of each session you will ask them about what they learned during their last session. **Each participant to be given a copy of a learning tree - A3 in size on good quality paper.** You keep these and give them out at the start of each learning session. Tell them that they can bring these home when they have completed the course. **(3 min)**



- **Aim of Session - Bullying beliefs exercise (Small Group Work Sessions)** - Split group into 2/3 groups (*call them apples, oranges, pears*) – Using ‘Beliefs Slide’ on supportive PowerPoint ask them each question 1 at a time (*give them time to discuss it before they give you their answer*). When finished ask whole group if they learned or discovered anything. (15 min)

Optional LSP methodology, outlined at end of section, may be applied here

- **What is Bullying?** - Still in small groups - Use supportive PowerPoint slides to illustrate what bullying is; how it is one sided; the imbalance of power. Get participants to interact as much as possible when you talk about balance and imbalance of power (10 min) – Use Supportive PowerPoints to talk about ‘Intent’, ‘Repetitiveness’ and the different types of bullying. Then ask them to talk about the kinds of bullying they know about or have seen – go around individual groups just to check in to see how they are doing. Then gather feedback. (20 min with feedback).
- **What is not Bullying?** - Still in small groups - Use supportive PowerPoint to explain/discuss – Talk about Conflict – use supportive Mp4s to illustrate. Then use supportive PowerPoint to explain. - remind participants about balance of power to help them to understand - talk about dealing with conflict. use supportive PowerPoint slide and second Mp4 to explain. Ask participants for more examples of what bullying is not – write these up on the flipchart (15 min).
- **What is Relationship Bullying?** -Still in small groups - use supportive PowerPoint to explain – Then ask groups exercise questions on support PowerPoint slide, write up feedback on flipchart. (30 min with feedback)
- **What is Disablist Bullying?** - Use supportive PowerPoint to explain - – Use Supportive Mp4 - Ask participants have they ever experienced this type of bullying or see it happen, discuss with them about why they think this happens to people with SEN/D.

- **Solving a Problem Tool** - Run through the steps of the solving a problem tool in the PowerPoint - as an initial guide to what they can do to help deal with problems they are having.

- **To End - Recap** - Use Supportive Powerpoint to Recap. Then provide them with the **Homework Handout** you have made with the following online homework for them:

- Go to - <http://letsstopbullying.herokuapp.com/>
- Click on your language
- Click on What is Bullying ?
- Click on Quiz
- Try to answer questions to proceed through quiz
- Then listen to audio stories.

Run through the Handout briefly with them.



LEGO® SERIOUS PLAY® OPTIONS

Follow the Set Up Steps & Warm Up Exercises (outlined in Optional Lego Serious Play Chapter) then...

Application Technique 1 - Building Individual Models and Stories

The goal of this technique is to share individual and personal knowledge with the group. Each builder images and constructs an individual model to answer the question raised by the facilitator. After building the builders shares their stories.

Everyone creates an **“Individual representation” of “What is bullying?”**, choosing from the list below:

- Verbal Bullying
- Physical Bullying
- Gesture Bullying
- Exclusion Bullying
- Extortion

If two people/pairs choose the same topic, there will be two different representations of course.

Participants must respect the timing given by you the facilitator. Every step below should last just the time set by you (i.e. few minutes for every step, from 2 to 8 min max) - this allows time to appreciate the power of the method and the fact that the “hands think”.

- **You set the participants to build one of the “topics” reported above;**
- **The participants build, to the time set by you.**
- **Everybody shares about own model (using their hands to point out the different aspects, not just their words)**
- **Then there is a reflection phase, this allows everyone to ask clarifying questions about the construction and understand what emerges in terms of insights and thoughts (e.g. what is common, power imbalance, repetitiveness and what might be different?)**

So all the topics are represented, and you have an extensive representation of the ‘single’ aspects of bullying, this exercise can be repeated for ‘Individual Representations’ from a list of:

- **“What is the difference between Bullying & Conflict?”**
- **“What is Disablist Bullying?”**
- **“What is Relationship Bullying”**

Place these models aside so they can be used again in subsequent LSP sessions, so you can build stories and landscapes.

If there is time you could also do the “Effects of bullying” with participants choosing from:

Stress	Reduced ability to concentrate
Lack of motivation or energy	Poor or deterioration school work
Anxiety about going to school	Loss of confidence & self esteem
Lack of appetite	Comfort eating
Aggressive behavior	Depression
Problem with sleeping	Nightmares
Bedwetting	Sweats
Panic Attacks	Nervous Breakdown
Attempted Suicide	

DEALING WITH CYBERBULLYING

What you need to know....

WHAT IS CYBERBULLYING?

Cyberbullying involves the use of electronic devices to carry the abusive and destructive verbal and visual messages. As mentioned, unlike other types of bullying, cyberbullying can be considered both a direct and indirect form of bullying, in addition, cyberbullying may also be considered to be possibly the most pervasive form of bullying, as unlike other forms of school or workplace bullying, thanks to computers and phones, it can follow the victim into the home or elsewhere.

The most commonly used methods of cyberbullying are:

Text Messaging:

Can also include 'sexting' if texts are of a sexual nature.

Instant Messages:

Utilising real-time communication software to send inflammatory or intimidating messages to those on a contact list.

Camera or Video Clips

Includes the sending of humiliating, compromising or degrading photos or movies.

Social Networks

The use of existing social networks (e.g. You Tube, Facebook, Snapchat; Instagram; Tumblr, AskFM) to post messages or images or create detailed profiles of victims.

Email

Mass emails can be utilised to humiliate, and individual emails to intimidate, and while traceable there is no guarantee that the account holder is the person who sent it.

Websites

The creation or devotion of websites given over to the purpose of denigrating or humiliating a person, often by providing personal information, posting or altering photographs, or portraying the individual in a compromising or sexual manner.

Online Chat Rooms

Chat rooms provide the opportunity for people to hide their true identity with the express purpose of humiliating or insulting other members.

Warning Signs for Cyberbullying

While the signs for effects of cyberbullying are often indistinguishable from those of traditional bullying, there are some specific to cyber-bullying:

- Appears upset when online or coming offline
- Appears upset when viewing a text message
- Withdraws from social interaction with peers
- Possible drop in academic performance

A significant proportion of cyber-victims also remove themselves from the online venue in which the cyber-bullying occurred, with as many as one in five feeling forced to stay offline for a period of time.

SESSION 2 - DEALING WITH CYBERBULLYING

Outline of Session...

Materials Required: Learning Tree Sheets; Homework Handout

- **Introductions** – Convene the Opening Circle. Invite participants to say their name and tell everyone the colour of their tooth brush.
- **Group Culture** - Remind participants of their group culture check to see if they want to add something to it.
- **Review** - Ask participants to talk about what they learnt last week (*with each other or learning partner if they have one*) – looking for important details – *e.g. I learned what is bullying– so what is it etc. Get feedback from group and then get each learner to fill in some of their boxes on their Learning Tree.*
- **Aim of Session** - Tell participants what they are going to learn today – use PowerPoint to explain - Understand what cyberspace is, Understand the dangers of cyberspace and how to keep safe, Understand what cyberbullying is and what to do if this happens to you or someone you know.
- **What is Cyberspace?** – Use supportive PowerPoints You connect to cyberspace - with a computer, laptop, tablet, gaming console or a mobile or amazon echo Alexia – a talking speaker that plays music – you can ask Alexia questions also.
- **What is the Internet?**- Use supportive PowerPoint and Mp4 - **8.5 mins.**
- **We Use The Internet For many things** - Ask them to say what we use the internet for (**2 mins**) - e.g. Search for information, Read the news, Shopping, Chat, Social media Facebook, Twitter, Instagram.
- **Personal information Online** – Use supportive PowerPoints and MP4s - Explain how much information goes online. Do short exercise about what is personal information? - Yes to All. Show MP4 on Sharing Information online. Then use powerpoint to ask whether they would share information on I.D. card or credit card with people they do not know . Show MP4 on Danger of internet and sharing information - **20 mins total**
- **What is Social Media?** – Explain that Social media is a group of internet based applications built to connect with people. Name a few using Supportive PowerPoint.
- **Facebook** - Use supportive MP4 to illustrate how facebook works. Then use next supportive MP4 to highlight the dangers of Facebook in regards to logging off and private and public settings. **10 mins total**
- **How to help control your information** - Use supportive PowerPoint. Go through points, then tell them to make sure your passwords are hard to guess. Use letters, numbers and symbols to make them hard to guess. Do not use the same password for all your accounts!
- **Other Social Networks** - Use Supportive Mp4's on Blogs, Twitter, & Instagram to help explain their use - **10 mins total.**

- **What is Cyberbullying?** - Use supportive PowerPoints to explain what it is and what the different devices used to Cyberbully are - explain that it is any device that you can connect to the internet with, as well as your phone. Then use supportive MP4 to show Cyberbullying on Mobile Phones (**6 mins total**)
- **How Do I know If I am Being Cyberbullied? – Small Group Work** – Split the group into 3 – apples, oranges and pears, to work on the question – **10 mins** – Each group feedbacks to the whole. Then use the supportive PowerPoints to underline their examples of how you know. **10 mins**
- **Sexting** - Use supportive PowerPoint and Mp4s to illustrate concept of sexting and its dangers, then support discussion/questions among group after. **15 mins total.**
- **Online issues for people with SEN/D** - Use supportive PowerPoints - run through a few of the difficulties that people with SEN/D have that make them distinct.
- **Benefits of being online for people with SEN/D** - Use supportive PowerPoints - run through the points outlining some of the benefits of being online.
- **What to do if you are Cyberbullied** - Using supportive PowerPoint and run through the points, then progress through the 3 x 'Tips to Always Remember' on personal information online, safe/secure sites, and reporting. Finally use supportive MP4 on What to do if you are cyberbullied to recap.
- **Safenet/Local online supports** - *direct them to further local information/support online - (NB - this can be altered to an area more specific to you).*
- **To End - People Who You Can Trust/Homework** - Using supportive PowerPoint - Discuss trust using 6 people who you would trust 'online or offline?' friends exercise. Explain that the diagram shows how some people are just your friends in the real world, some are just your friends online, and some are both online and offline friends. Give them their **Homework Handout** with the following **1)** Make a list filling in the names of two people who fit each of these groups **Online Friends, Offline Friends, Both**, and bring it with them next week. **2)** Go online:
 - Go to - <http://letsstopbullying.herokuapp.com/>
 - Click on your language
 - Click on Cyberbullying
 - Click on Quiz
 - Try to answer questions to proceed through quiz



LEGO® SERIOUS PLAY® OPTIONS

Follow the Set Up Steps & Warm Up Exercises (outlined in Optional Lego Serious Play Chapter) then...

Application Technique 1 - Building Individual Models and Stories

The goal of this technique is to share individual and personal knowledge with the group. Each builder images and constructs an individual model to answer the question raised by the facilitator. After building the builders shares their stories.

Everyone creates an **“Individual representation” of “What is Cyberbullying?”**, choosing from the list below:

- Extortion
- Sexting
- Phishing
- Catfishing/Masquerading
- Harassment (Creating Websites, polls to get at someone)
- Video Shaming
- Trolling (deliberately/repeatedly going after someone's opinions, beliefs)

If two people/pairs choose the same topic, there will be two different representations of course.

Participants must respect the timing given by you the facilitator. Every step below should last just the time set by you (i.e. few minutes for every step, from 2 to 8 min max) - this allows time to appreciate the power of the method and the fact that the “hands think”.

- **You set the participants to build one of the “topics” reported above;**
- **The participants build, to the time set by you.**
- **Everybody shares about own model (using their hands to point out the different aspects, not just their words)**
- **Then there is a reflection phase, this allows everyone to ask clarifying questions about the construction and understand what emerges in terms of insights and thoughts (e.g. what is common, power imbalance, repetitiveness and what might be different?)**

So all the topics are represented, and you have an extensive representation of the ‘single’ aspects of bullying, this exercise can be repeated for ‘Individual Representations’ from a list of:

- **“What are the benefits of being online for someone with SEN/D?”**
- **“What issues do people with SEN/D face Online?”**
- **“What to do if I’m being Cyberbullied?”**

Place these models aside so they can be used again in subsequent LSP sessions, so you can build stories and landscapes.

If there is time you could also do the “Effects of Cyberbullying” with participants choosing from

Stress	Reduced ability to concentrate
Lack of motivation or energy	Poor or deterioration school work
Anxiety about going to school	Loss of confidence & self esteem
Lack of appetite	Comfort eating
Aggressive behavior	Depression
Problem with sleeping	Nightmares
Bedwetting	Sweats
Panic Attacks	Nervous Breakdown

UNDERSTANDING BULLIES BYSTANDERS & VICTIMS

What you need to know....

WHY DO PEOPLE BULLY?

While constitutional factors play a part in aggressive behaviour, it is recognised that factors within the home, school, workplace and wider society influence the development of aggressive behaviour. It is therefore more likely that bullies are not 'born' but made. From birth, people learn from those around them, at home, and later at school and work for both good and ill. If aggressive behaviour is not challenged, there is a danger that it may become habitual.

Factors which contribute to aggressive behaviour are:

- Lack of love and care
- Too much freedom
- Inconsistent discipline
- Permissive management of aggressive behaviour
- Violent emotional outbursts from those around
- Excessive physical punishment
- Cruelty

CHARACTERISTICS OF A BULLY

Bullies can be identified by how they act, not how they look, and do not vary in appearance from their non bullying peers (O'Moore & Kirkham, 2001). However they do tend to have one or more of the following characteristics:

- A strong need to dominate socially/feel powerful/be in control
- Low level of frustration and are easily angered
- Low self-control and are impulsive and reactive
- Not anxious
- Do not take responsibility for their behaviour but instead blame the victim
- They have a tough attitude
- See aggression as a favourable quality
- They are oppositional, defiant and aggressive
- They are insensitive and derive pleasure in hurting others, including animals
- Lack emotional empathy
- Engage in other forms of anti-social, rule-breaking behaviour
- Loud and attention seeking
- May have been bullied themselves

MOTIVATION

Bullying can be motivated by:

- Envy or jealousy
- Boredom
- Competing for attention/social status – satisfying need to dominate
- Avoid victimisation – getting retaliation in first

Bullying can also be symptomatic of a conduct disorder, which is more likely to be anti-social than neurotic

PURE BULLIES & BULLY-VICTIMS

Research points to only two types of bullies. Pure bullies, and those who both bully and are themselves bullied (bully-victims).

Pure Bullies

Pure bullies tend to be the more common type of bully, and tend to be domineering, fearless and show little empathy for others. They have a positive attitude to aggression and tend to target their victims in a predatory or a proactively aggressive manner. They also:

- Tend to hang together to reinforce their behaviour or have 'hangers on'
- Will deny their behaviour if challenged and try to blame the victim
- Are prone to moral disengagement and will rationalise harmful acts against others.
- Expect positive outcomes from their negative behaviours (e.g. increase in self esteem, or status, peer admiration)
- Have lower self esteem than those who do not bully

Bully-Victims

Bully-Victims tend to be similar in type to what are known as 'proactive' or 'aggressive' victims. These tend to be perceived as being socially inept, confrontational with an impulsive nature, and poor self control, with a tendency to speak without thinking. Bully Victims tend to:

- Have fewer friends than pure bullies
- Have a higher proportion of Aspergers / ADHD sufferers
- While tendency towards tough mindedness, they appear more neurotic than pure bullies
- Resemble victims by being rejected and isolated by their peers, and bullies by being negatively influenced by their peers they interact with.

Some research (Unnever, 2005) suggests that that bully victims have been more harshly treated within their home environment, coming from a more chaotic background with less parental involvement than their peers.



VICTIMS

Anyone, through no fault of their own may be bullied. Anything, no matter how small, that sets the victim apart from the bully or bullies may be sufficient 'justification' in their eyes. For example they may claim they:

- Have a different accent
- Wear different clothes
- Have a different religion
- Come from a different country
- Have a different social or economic background
- Have a learning disability
- Are gifted

In reality sometimes all it takes is for a young person or adult to be in the wrong place at the wrong time. Indeed reasons may be 'invented' and labels given, 'slut', 'retard' etc. Therefore it is not unusual to find that there are many people victimised through bullying who are popular and socially well adjusted.

However while not all individuals who are bullied start out being different in any significant way, it is recognised that there are those who are more likely to be targeted than others. They tend to have:

An anxious, sensitive, shy, insecure and cautious temperament

- Fewer good friends
- Low self esteem
- A passive, non aggressive or non-assertive manner
- An emotionally reactive manner
- Clumsy entry behaviour when they try to join a peer group

The characteristics that have been found to increase the likelihood of being bullied fall into two categories:

- Submissive/Passive
- Provocative

The majority fall into the passive category and tend to be fearful, withdrawn, anxious, cautious and tend to show emotion when upset. However, as mentioned jealousy can be a factor in bullying and high achievement can also make someone a target.

BYSTANDERS

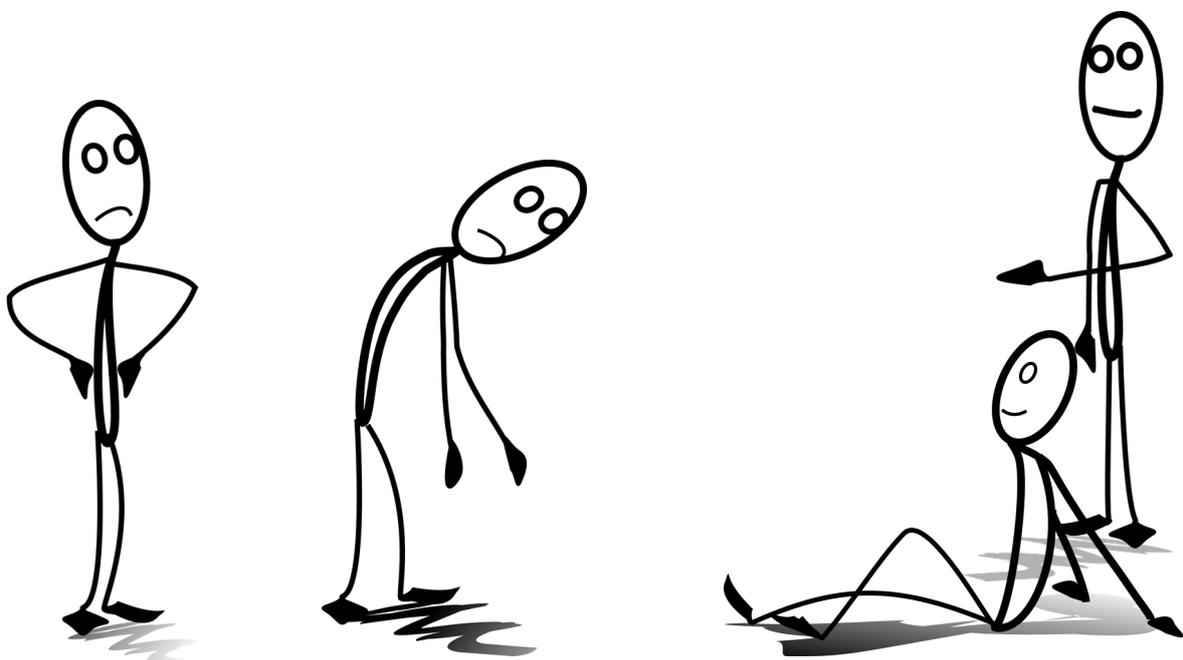
Assistants, Re-inforcers, Defenders & Outsiders

Often operating alongside the bully and the bully victims there are what are known as assistants and re-inforcers. (Salmivalli, Karhune and Lagerspetz, 1996)

- Assistants actively assist the person who takes the lead and initiates the bullying.
- Re-inforcers act in ways which reinforces or incites the bullying behaviour, for example, by laughing .
- Then there are Defenders who tend to be supportive and make active efforts to have the bullying stopped.
- The Outsiders stay out of the bullying situation altogether.

Reasons why young people do not act more readily as a Defender can be many, ranging from the situational context to personal factors. The factors which have been identified (Thornberg, 2007) are:

- Lack of empathy
- Selfish motives (the risk to themselves from intervening)
- Conflicting attitudes, social norms or moral ideas(loyalty to individual or group)
- Group processes and social influence (authority influence, group pressure and the bystander effect, i.e. presence of other people serves to inhibit or stop the desire to help).
- Lack of skills and competence (not knowing how to intervene)



SESSION 3 - UNDERSTANDING BULLIES BYSTANDERS & VICTIMS

Outline of Session....

Materials Needed: Learning Tree Sheets; Homework Handout; Postcards or Pictures cut in half (in different ways if possible, e.g. zig/zag, curved) one half for each person.

- **Introductions** – Gather the Opening Circle. Place mixed up cards upside down on the middle of the floor/table and invite participants to just pick one half. When everyone has a piece tell them to find the person who has the match of their postcard. When they find the person each ask the other what their favorite food is. When finished get participants to take their seat.
- **Group Culture** – Remind participants of their group culture - check to see if they want to add something to it. *After this session create your own slide for use in the next sessions PowerPoints on Respect/Empathy outlining the groups firmly agreed culture.*
- **Review** - Ask participants to talk about what they learnt last week – looking for important details – e.g. I learned about Cyberspace - so what is it etc. Get feedback from group and then get each learner to fill in some of their boxes on their Learning Tree. **(10 mins total)**
- **Aim of Session** - Tell participants what they are going to learn today – use PowerPoint to explain. Learning about Bullying & Feelings; Reasons Why People Use Bullying Behaviours; Learn who are victims, bystanders and targets and how they are connected.
- **Bullying & Feelings** - Introduce topic using supportive PowerPoint and MP4s. Small Group Work— Split group into 3/4 groups (give each group a name) Ask them about the MP4s. What did they hear, what were people talking about, ask them how they feel about bullying, encourage discussion.

Optional LSP methodology, outlined at the end of section, may be applied here

- **What Do Bullies Look Like?** Brainstorm on the Question while in small groups. Then give answer - They Can Look Like Anyone. End Groupwork
- **Why Do People Bully?** Use Supportive PowerPoint. 2 Types of Bully. Explain that bullies can also be victims Explain that a lot of people who are bullies and have SEN/D are also victims *If it feels right you could explore this with the whole group – write up feedback*, There is not a lot of research in this area – what it does say is that people with SEN/D bullies others for social status, low supervision, hierarchal disability services – limiting choice and control for people with SEN/D who use them, some people with SEN/D have difficulties in understanding what they are doing, many people with SEN/D are frustrated and bored. Why Do Some People Bully? - Ask them have they any other ideas about why bullies bully? Tell participants that not all bullies look angry or mad, some are sly others pretend to be nice Explain that some bullies bully because that's the only behaviour that they know how to get what they want and that these bullies need support to learn more respectful behaviours to get what they want. Who Do Bullies Bully? Explain the image, explain the idea of being a target just because you are different. Explain that bullies can also bully someone because a person can be pretty or clever or have something that they might not have
- **Bullying Basics & Bullying and People with SEN/D** - Use supportive PowerPoint.

- **Discussion** - Invite participants to talk about the questions (*to each other or their learning partner if there is one*) then after a few minutes ask the whole group does anyone want to share their story, talk about confidentiality if it is not on their group culture list – if no one wants to share maybe you can share one that you know about.
- **Disablist Bullying** - Use Supportive PowerPoints to go through points on what disablist bullying is and reasons why it happens then further illustrate with 2 x supportive MP4s.
- **Bullying Is A Group Activity** - Bullying need bullies and victims and bystanders for bullying to happen, Victims can help bullies to use bullying behaviours by not fighting back or showing them that they have upset you. Bystanders can support a bully in their bullying behaviours by just watching them in action. Bullies often thrive on an audience. Its like we give permission by not doing or saying anything.
- **What is A Bystander?** Explain to participants what a bystander is. A person that sees bullying happen and does not say anything about it A person that knows someone is being bullied and does not say or do anything about it A person that looks on or laughs at the person being bullied.
- **Don't be A Bystander Be An Upstander!** Use Supportive PowerPoint & MP4s to illustrate.
- **What Else Can Upstanders Do?** Use Supportive PowerPoint.
- **Victims** - Ask the participants the questions on the PowerPoint Slides
- **Targets Vs Victims** - Bullies target certain groups of people but that does not mean that you have to put up with it, victims of bullying can learn to be strong Use Supportive PowerPoint.
- **BullyProofing Yourself** - Using the Supportive PowerPoints. Based on the two figures, ask the participants the following questions to stimulate conversation: 1) Which one would a bully pick on. 2) Why? **Follow up by Talking about bully proofing yourself through "Being confident"**- Believe in yourself. Like yourself, know who you are. Walk tall, stand up straight. Its is a good idea to look people in the eye. Talk with a confident voice. Know what you want to say. Hold your head up high. If you work on looking more confident, you will soon start to feel more confident.
- **Walk Tall** - Use Supportive PowerPoint. Get a participant up and ask them to try walking tall, looking you in the eye, help people if they are having difficulty. As part of their homework this week tell them to practice walking tall.
- **Be The Best You Can Be** - Use Supportive PowerPoint
- **Be Proud Of Yourself** - Use Supportive MP4. Go round the group - ask participants to tell the group some of the things that they are good at.
- **Three Things To Do If You Are Being Bullied** - Use Supportive PowerPoint.
- **Bullying Is.... / Bullying Pledge** - Using Supportive PowerPoints remind participants that Bullying is a learned behaviour. Introduce the Bullying Pledge.
- **To End - Simple Acts of Kindness / Homework** - Using Supportive PowerPoints read messages on each one. Invite participants to do something kind for someone else, tell them to encourage their friends and family to do it as well. Give them **Homework Handout** with the following:
 - 1) Tell participants to read, sign their name and print out the anti bullying pledge at
 - <http://letsstopbullying.herokuapp.com/sections/3/bystanders/>
 - 2) Go to - <http://letsstopbullying.herokuapp.com/>
 - Click on your language
 - Click on Understanding Bystanders
 - Read, sign your name and print out the antibullying pledge
 - Take the quiz
 - Try to answer questions to proceed through quiz

LEGO® SERIOUS PLAY® OPTIONS

Follow the Set Up Steps & Warm Up Exercises (outlined in Optional Lego Serious Play Chapter) then...

Application Technique 3 – Creating a Landscape

The goal of this technique is to analyse collections of individual models without losing their details and meanings. In this technique participants analyse / categorise the collection of all individual models to see differences or common patterns.

Firstly, the participants are asked to create another individual model (**Technique 1**) on one of the following Characters:

- **Bullies**
- **Bystanders**
- **Victims**

After the building of the individual model, there are always the same steps to follow:

- **You set the participants to build one of the “topics” reported above;**
- **The participants build, to the time set by you.**
- **Everybody shares about own model (using their hands, not just their words)**
- **Then there is a reflection phase, allowing everyone to ask clarifying questions about the construction and understand what emerges in terms of insights and thoughts.**

Then you move into **Technique 3**:

- **All the models – including ones created in a previous session - are put into a common space (moving tables together if necessary)**
- **The single individual models are positioned by the participants in relation to each other, so they start to form a “super story”.**

The purpose of this technique is to create a bigger picture, done by the sum of all the contributions, giving the participants the opportunity to see how their “stories” relate to the others and to appreciate a certain priority system to emerge in the general story. In the end, one volunteer tells the new story.



WHAT IS EMPATHY & RESPECT?

What you need to know....

Empathy and Respect can often be used interchangeably, when in fact they are quite different things. Yet both are absolutely key to helping to prevent bullying and fostering change not only in the individual but more importantly in the environment around them.

Empathy: People often confuse the words empathy and sympathy. The word “empathy” is used to describe a wide range of experiences. While there is no single definition, researchers into Emotion often define empathy as the ability to sense other people’s emotions, allied with the ability to imagine what someone else might be thinking or feeling, whereas “sympathy” means ‘feelings of pity and sorrow for someone else's misfortune’.

Sympathy



Empathy



We often differentiate between two types of empathy: “Affective empathy” refers to the feelings and sensations we get in response to others’ emotions; this can include mirroring what that person is feeling, or just feeling stressed when we detect another’s fear or anxiety. “Cognitive empathy,” sometimes called “perspective taking,” refers to our ability to identify and understand other peoples’ emotions. Studies suggest that people with autism spectrum disorders have a hard time empathizing.

Having empathy doesn’t necessarily mean we’ll want to help someone in need, though it’s often a vital first step toward compassionate action. Being a defender of someone being bullied often ties in with empathy, and we know that people who show strong empathy are more inclined to defend a victim than someone low on empathy. (O’Moore, 2012).

Studies have shown that where people reported having more empathy they also reported fewer experiences of bullying and were more likely to try to stop bullying. Those who reported more empathy also reported fewer experiences of discrimination, threats to physical safety, teasing, and bullying. Higher reports of empathy were also associated with reports of feeling more connected to their school/organisation and being more influenced by their values.

This highlights that by building caring and inclusive environments, promoting empathy, we are likely to

SESSION 4 - WHAT IS EMPATHY & RESPECT?

Outline of Session

Materials Needed: Your own Group Culture PowerPoint Slide; Walk in their Shoes PowerPoint Slide Print Out; Learning Tree Sheets; Flip Chart; Adhesive Tape to tape up 3 Posters; Different Colour Markers;

- **Introductions** – Gather the Opening Circle. This week ask participants to talk with their learning partner about a ‘rubbish’ (meaning a not so good thing) and a ‘flower’ (a good thing) that happened to them this week. **After 2 min** invite participants to say their name and their ‘rubbish’ and ‘flower’ for the week.
- **Group Culture.** At this stage you should have created a slide from your participants feedback from the previous sessions. Use it to remind people of their agreed group culture.
- **Review** - Ask participants to talk about what they learnt last week (*with each other or their learning partner*) – e.g. bullying and feelings; reasons why people use bullying behaviours; who are bystanders, who are victims and what are targets and how they are all connected. Get feedback from group and then get each learner to fill in some of their boxes on their Learning Tree. **Ask participants about their Act of Kindness Homework from last week** - Ask them how did it feel? Ask them how did it make the other person feel? Ask participants to do it again for next week, tell them to encourage others to do it also.
- **Aim of Session** - Tell participants what they are going to learn today – use PowerPoint to explain. Learning about Respect & Disrespect; Learn about Empathy and how it is important in stopping bullying; Filling my Bucket of Kindness.

Optional LSP methodology, outlined at the end of section, may be applied here

- **What is Respect?** - Use supportive MP4 - 5.5 mins. Use supportive PowerPoint - Respect We All Want It - Ask participants do they know what Respect looks like in everyday life? Tell them having respect for someone means that you like/admire the way that person behaves, works, or the way that person treats you and others. Treating someone with respect means that you interact with them in a way that shows that you care about their well-being and how they feel. When you respect someone, you treat them kindly and use good manners. Sometimes it means doing things for them or listening to their instructions e.g. your school teacher, college tutor or your boss.
- **Small Group Activity - Showing Respect Each Day** - Split participants into 3 groups. Use Supportive PowerPoint - Group 1 to answer - what are the different ways that you can show respect to the people in your life every day? Group 2 to answer – what are the different ways that you can show respect to the places that you spend time in every day? Group 3 to answer - what are the different ways that you can show respect to the things that you own and do not own (other peoples things). Make 3 posters with feedback – using supportive slide as a guide - use different colour markers to fill in the circles. Check with whole group did they leave anything out. Move groups back together.
- **Brainstorm - Respect Yourself**—Use Supportive PowerPoint - Ask participants - What are the different ways that you can respect yourself, start with “I am ok”— what does it mean? Write up feedback on flipchart using PowerPoint as a guide - with a drawing of a person in the middle of the page – use different colour markers to write up different ideas.

- **Respect** - Review using Supportive PowerPoint.
- **What is Empathy?** - Use supportive MP4 -Then go through Supportive PowerPoints **5 mins total**
- **Discussion 1: How Would It Feel?** Use supportive PowerPoint and go through Questions. **5 mins total**

Discussion 2: Treating People How They Would Like To Be Treated - Ask participants if they think people who bully are caring about other peoples feelings? Ask participants if people who bully are treating people the way they themselves want to be treated? Using Supportive PowerPoint - Read out examples and get participants to create their own "I would not like it if....." - Write finished sentences up on flipchart. 10 mins. Use next PowerPoint Slide and repeat for "I would like it if....." **10 mins.**

- **Walk In My Shoes Print Out Exercise** - Hand out the print outs of this slide. Ask participants to fill in, in the shoes, some of the things that they would like a bully to know/think about before they bully you or others again. **10 mins.**
- **Can Empathy Help Stop Bullying?** Read out steps on the Supportive PowerPoint - When we empathise... we think about how we are making people feel... this can lead to changed behaviour... and better relationships. Empathy Can Change The World - Use supportive MP4 **2.5 mins.**
- **To End - Bucket Of Kindness** - Use Supportive PowerPoint - Explain to everyone that we all carry around with us a bucket of kindness, you cant see it but it is there, it is up to us to use it. Every time we show respect or empathy with someone we fill our bucket of kindness. *Ask the participants to try to fill their bucket of kindness every day during the next week – and to make a poster like this to bring with them next week. The goal of this exercise is to encourage people to do and/or say things that show that you care about someone. Saying or doing something kind. Giving someone a heartfelt smile. Using names with respect. Helping without being asked. Giving sincere compliments. Showing respect to others. Your bucket will be filled when, at the close of each day, you reflect on the ways in which you have filled buckets.*



LEGO® SERIOUS PLAY® OPTIONS

Follow the Set Up Steps & Warm Up Exercises (outlined in Optional Lego Serious Play Chapter) then...

Application Technique 3 – Creating a Landscape

The goal of this technique is to analyse collections of individual models without losing their details and meanings. In this technique participants analyse / categorise the collection of all individual models to see differences or common patterns.

Firstly, the participants are asked to create another individual model (**Technique 1**) each person/pair drawing on the list of aspects of the following Feelings

- **Respect**
 - Showing Respect to Others
 - Respecting Yourself
 - Respecting Society
- **Empathy**
 - How would it feel if you were Left Out of Everything?
 - How would it feel if you were Ridiculed / Mocked?
 - Treating others as you would like to be treated yourself

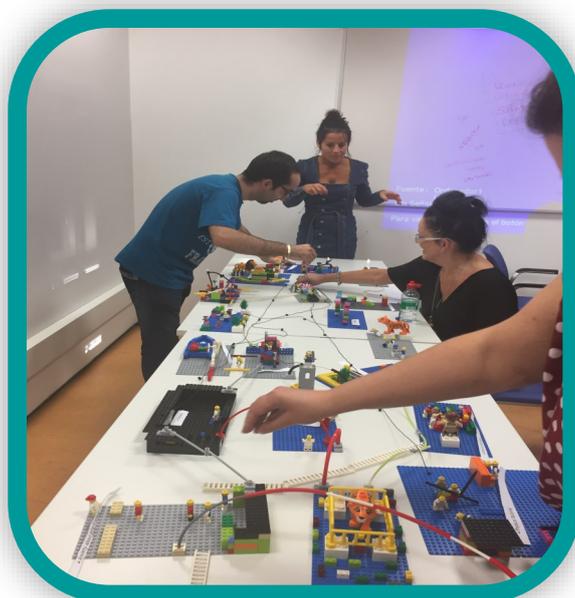
After the building of the individual model, there are always the same steps to follow:

- You set the participants to build one of the “topics” above;
- The participants build, to the time set by you.
- Everybody shares about own model (using their hands, not just their words)
- Then there is a reflection phase, allowing everyone to ask clarifying questions about the construction and understand what emerges in terms of insights and thoughts.

To move into **Technique 3**:

- **All the models – including ones created in a previous session - are put into a common space (moving tables together if necessary)**
- **The single individual models are positioned by the participants in relation to each other, so they start to form a “super story”.**

The purpose of this technique is to create a bigger picture, done by the sum of all the contributions, giving the participants the opportunity to see how their “stories” relate to the others and to appreciate a certain priority system to emerge in the general story. In the end, one volunteer tells the new story.



WHAT TO DO ABOUT BULLYING

What you need to know....

Telling

One of the most insidious of myths, perpetrated often by both peers and adults is that it is 'wrong to tell', with those who do tell being threatened with the label of 'rat' or 'snitch'.

This attitude/concept is the greatest challenge to educators and disability support services trying to prevent and combat bullying as openness about/reporting bullying is key, and as a result it must be tackled head on. Always tell people that...

- No one should be encouraged not to tell
- No one should feel ashamed of telling
- No one should be left to deal with a problem themselves

Remind people about the need for empathy, leaving people to deal with a problem themselves leaves victims among other things:

- Feeling Isolated
- Fearing reprisals
- Feeling as if bullying is socially acceptable
- With no confidence in others ability to help
- Feeling as if this is the way they or others should be treated
- With low self esteem or guilt, if they cannot help themselves or someone else



SESSION 5 - WHAT TO DO ABOUT BULLYING

Outline of Session....

Materials Needed: *Opening Circle Handout with a 10 Item List; Learning Tree Sheets; Flipchart; Speech Bubbles made of different coloured paper, Adhesive Tape.*

- **Introductions** – Gather the Opening Circle. This week prepare a handout with a list of ten items (*Favorite food or TV programme, song, holiday - See Supportive PowerPoint for pointers*). Ask participants to find three people in the group who can sign their initials to each item. People have to ask each other whether a particular item applies to them or not. If it applies they can autograph the item, if not they must move on to the next person. Encourage people to move on to another person once they get a signature. *The search for signatures through talking to each person in the group is the object of the exercise.*
- **Review** - Ask participants to talk about what they learnt last week (*with each other or their learning partner if they have one*) – e.g. What is respect and disrespect all about? What is empathy and how important it is to help stop bullying? *Filling my Bucket of Kindness* – Ask them to show their Posters they did from last week - Ask them how did it go? How did it feel? How did it make the other person/s feel – *ask participants to do it again for next week, tell them to encourage others to do it also.* Get them to fill in their important learning on their learning tree.
- **Aim of Session** - Tell participants what they are going to learn today – use Supportive PowerPoint to explain. *What to Do If You or Someone Else Is Being Bullied; Learn about your right to make a Complaint and how it can make Disability Services Better. Learn about breathing and how it can help you when you are Stressed.*
- **Bullying Can Only Be Stopped If Something is Done About It** - Bullying hardly ever ‘goes away’ by itself. You must talk to someone, and do not be afraid or ashamed of telling.
- **Bullying Is A Felt Experience** - Use Supportive PowerPoint - *If you feel bullied then something has to be done about it. It may not be bullying, it could be conflict. The person you tell will help you to deal with it and stop it from happening to you again. It is a support persons job to help you to keep and feel safe.*

Optional LSP methodology, outlined at the end of section, may be applied here

- **What Do You Do If Someone Is Bullying You?** - Discuss with the group what they need to do, write up their points on the flipchart.
- **Stop, Walk & Talk** - Using the Supportive PowerPoint - Remind them of the Stop Walk & Talk points discussed in Session 3 when talking about dealing with bullies. Use Supportive MP4 - Watch and discuss – get participants up and get them to practice with their learning partner – Stop, Walk and Talk.
- **Making A Complaint** - Use Supportive MP4 (2.5 mins) - Ask Participants - Have you ever made a complaint? What happened, what did you do? Give 5 mins for open discussion with whole group.
- **All About Making A Complaint** - Go through points on Supportive PowerPoints - Add - Our consumer laws say that we have a right to complain. Our health services say we have a right to complain.

- **Making A Complaint About Bullying** - *Small group work session* – Before the session cut out some speech bubbles in different colours – Break into 2 groups (Monkeys & Lions) Get one person in each group to volunteer to write down feedback in the speech bubbles. Then ask the 2 groups to think about and answer the 2 questions on the Supportive PowerPoint. 1. What kind of things can help you make a complaint about bullying. 2. What kind of things stop you from making a complaint about bullying. Allow 10 min for discussion/writing down then get the whole group to feedback using their filled in speech bubbles and adhesive tape to attach to flipchart pages to create 2 posters.
- **Who Can I Tell & What Should *They* Do?** - Get the two groups to talk about and name 5 people in different positions that they can trust, then discuss what should these people should do 10 mins. Write important feedback on flipchart.
- **Disability Services** - *Job To Keep You Safe - Need To... - Different Ways They Can Deal With Bullying* - Use Supportive PowerPoints - Go through What Disability Services need to do, and Active & Passive Responses Services can Undertake. Use Supportive MP4.
- **Other People You Can Make Complaints Directly to** - Go through the different people in School, College and Work you can go to with complaints.
- **Different Ways To Make A Complaint** - Talk about all the different ways that you can make a complaint about bullying. Let them know It is a really good idea to have many different ways, for example – emailing, ringing, writing it down, filling out a complaints form or just talking to someone – it is important to tell someone you trust straight away and then decide what way you are going to do it.
- **6 Steps To Making A Complaint About Bullying** - Use Supportive Powerpoints and go through the steps.
- **Breathing A Calming Down Tool** - Use Supportive MP4 and ask participants to practice this at home for the week.
- **To End—Bucket Of Kindness** - Remind everyone that we all carry around with us a bucket of kindness, you cant see it but it is there, it is up to us to use it. Every time we show respect or empathy with someone we fill our bucket of kindness. Ask them to again try to fill their bucket of kindness every day next week – add to your poster that you did last week. Explain again that the goal of this exercise is to encourage people to do things and or say things that show that you care about someone. Saying or doing something kind. Giving someone a heartfelt smile. Using names with respect. Helping without being asked. Giving sincere compliments. Showing respect to others. Your bucket will be filled when, at the close of each day, you reflect on the ways in which you have filled buckets.



LEGO® SERIOUS PLAY® OPTIONS

Follow the Set Up Steps & Warm Up Exercises (outlined in Optional Lego Serious Play Chapter) then...

Application Technique 2 – Building Shared Models and Stories

The goal of this technique is to create a shared understanding and consensus of certain topics. The group consolidates all individual models in a common model agreed by all. For this the participants integrate either:

- (1) parts of the individual models, or
- (2) complete individual models.

Firstly, the participants are asked to create another individual model (Technique 1) on one of the following Strategies and tools:

- **Telling - Who should you talk to?**
- **Making A Complaint**
- **Stop, Walk & Talk**

After the building of the individual model, there are always the same steps to follow:

- You set the participants to build one of the “topics” reported above;
- The participants build, to the time set by you.
- Everybody shares about own model (using their hands, not just their words)
- Then there is a reflection phase, allowing everyone to ask clarifying questions about the construction and understand what emerges in terms of insights and thoughts.

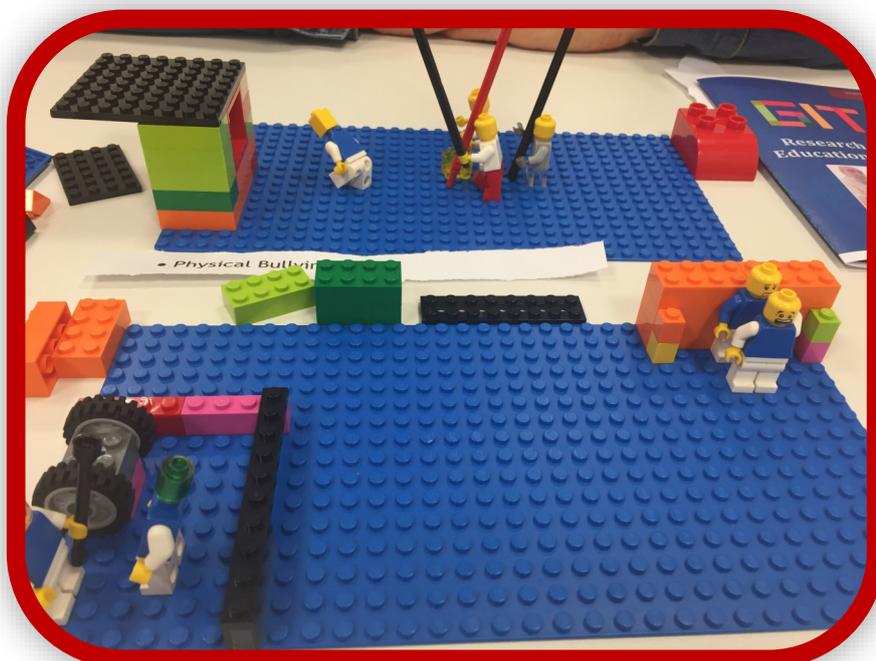
To move into **Technique 2**:

All the models – including ones created in a previous session - are put into a common space.

The purpose of this technique is **to consolidate or negotiate a number of participants’ individual model into one shared model.**

The shared model is composed of bigger or smaller sections of the individual ones, it is also a coherent story that encompasses the essential meaning from all the individual models, and this is shared by all the participants.

This technique is recommended when the facilitator **wants a group to agree on one deeply shared answer to a question or a challenge (what to do when bullied in our case).**



STAYING STRONG AGAINST BULLYING

What you need to know....

RESILIENCE

Resilience is the ability to cope with the stresses of life, to be able to deal with and move on from a negative event in life. Essentially it allows you to both deal with issues but also 'bounce back' better from them. It is a crucial area for people to develop, not only so they can deal with bullies but with other stresses and setbacks that occur through life, such as a failing relationship, the loss of a job, severe illness.

Building Resilience

Many things can help people become more resilient, including:

- **A caring/supportive environment** - It is important to get good social support and guidance from your family or those you are resident with. Talk to those you live with, learn from their experiences.
- **Good supportive friends** - People you can talk things through with and who will support you in your endeavours.
- **Finding Outside Areas of Interest** - Get involved in activities that you enjoy and can help you feel good about yourself. Connect with clubs, teams, groups, organizations, get to know new and different people and share your interests and your experiences.
- **Be confident** - Trust yourself and develop your skills to further develop your confidence to use them.
- **Don't Shy Away From Problems** - Though it can be uncomfortable it is better to think about how problems can be worked on, and discussing how you can go about it, rather than pretending they don't exist or wishing they didn't.
- **Not focusing on the past, learning from it** - If there have been bad times don't dwell on them, learn from them, you will find you will have learnt new knowledge/skills from each experience and have learned about yourself. Use this knowledge as you go forward.
- **Setting Realistic goals for you to achieve** - It is important to challenge yourself but don't be too ambitious so you don't discourage yourself.
- **Learning to Problem Solve** - When facing a challenging situation, it is important to think about the many possible courses of action available to you and which will yield the most benefit.
- **Accepting that change is inevitable** - Change can be upsetting but it is natural and can be learned from, including how to do things differently.
- **Not Overreacting** - Don't make mountains out of molehills. Sometimes problems are not as big as they seem. Break problems down and talk things through, it will help to make things more manageable.
- **Mindfulness** - Learning how to calm yourself down when you're stressed or feeling aggressive. We can learn mindfulness techniques to become more aware of ourselves and our emotions, while learning to regulate your reactions.
- **Don't be overcritical of yourself** - Be nice to yourself!
- **Don't try and control things that are out of your control** - You will only frustrate and depress yourself. Focus on what you can achieve. Seek help if necessary.

SESSION 6 - STAYING STRONG AGAINST BULLYING

Outline of Session...

Materials Needed: Learning Tree Sheets; Flip Chart; Print out of Who/What Presses Your Button slide x1 A4 for each participant; x 1 A3 print out of Anger Thermometer Slide; Adhesive Tape.

- **Introductions:** Gather the Opening Circle ask the group to talk amongst themselves about what are they brilliant at (3min) – then do an opening round – each participant says their name and tells us the things that they are brilliant at – encourage if anyone gets stuck, you can say something like over the last 6 weeks I have got to know you and I think that are a very good listener (or you can get the learning partner or other participants to support).
- **Review** - Ask participants to talk about what they learnt last week (with each other or their learning partner if one) – e.g. What do you do if someone bullies you or if you see someone being bullied. Your right to complain. Breathing and how it can help us when we are worried or stressed. *Filling my bucket of kindness* – how did you get on - ask them how did it feel, ask them how did it make the other person/s feel – ask participants to do it again for next week, tell them to encourage others to do it also. *Get them to fill in their important learning on their learning tree.*
- **Aim of Session** - Tell participants what they are going to learn today – use Supportive PowerPoint to explain. Learn about stigma, anger, what resilience is and why it is important in dealing with bullying; Learn about and understand the importance of having/maintaining good self esteem; Learn about positive self-concept and the importance of knowing yourself; Learn about assertiveness skills.
- **Coping With Life Can Be Hard:** Use Supportive PowerPoint - Talk about how people with SEN/D are often excluded from living like everyone else. How having a disability was frequently perceived as a bad thing, resulting in the majority of people with SEN/D not getting a good education, being unemployed, going to day centres that don't stimulate them, sometimes living with people that they don't get on with, and having little or no control over their lives. But things are changing, policy is now about people living good lives and having a say about the supports people need.
- **Stigma** - Use Supportive Mp4 to help explain what stigma is, discuss contents of Mp4. Stigma is a perceived negative attribute that causes someone to devalue or think less of the whole person. Stigma is basically a word for discrimination. To be stigmatized means focusing on a person's differences that are seen as a negative by the dominant culture – white, male and middle class.
- **Effects of Stigma** - Go through points on Supportive PowerPoint.
- **Anger** - Ask participants to talk (amongst themselves or with learning partner if one) about what anger is for 1 min then invite feedback. People often have anger issues over being treated badly or being judged just because they are different. Many people need to learn coping strategies to help them understand and deal with their anger. Tell them it is normal to feel angry when you think that you are not being treated right, and it is good to feel your feelings. However it is HOW you show your anger that can sometimes be a problem for you and those around you.
- **Brainstorm - Anger** - Use Supportive PowerPoint - Brainstorm what kind of things do people do when they are angry – write up feedback on flipchart and continue to the next slide (5 mins)
- **Anger & Your Body** - Use Supportive PowerPoint - Explain how when people become angry they notice changes in their body. When you get angry, your body feels different because it starts to work

differently. Indicate picture to show some things that happen in your body when you feel angry.

- **Healthy Anger** - Use Supportive PowerPoint - Go through 2 points - ask group for some examples of individuals/protest groups (5 mins)
- **Unhealthy Anger** - Use Supportive PowerPoint - Read out points– ask for other examples of unhealthy anger to discuss (5 mins)
- **Who/What Presses My Buttons?** Explain to participants: Understanding our anger and ways to express it without hurting yourself and others is a part of what is called ‘being resilient’, which we will talk about shortly. The people we deal with every day can sometimes make us feel angry by the things they say or do. People don’t always do it on purpose. Being angry is a normal feeling ... but letting our anger take control of us is a bad thing. This can lead to conflict. Knowing what makes us feel angry before it happens helps us to control our feelings. Knowing what makes us angry is like having a button on your body that someone else can push. Ask the learning group - *Who and what makes you angry? – Hand out print outs of slide and get participants to think about and fill in who and what presses my buttons (6/7 mins)*. Ask participants how did they get on, you might tell them who and what presses your buttons. Tell them that it is always a good idea that when they feel angry they should try to say or do things that improve relationships rather than hurt them. Start by taking a deep breath!
- **My Anger Thermometer** - Before session print out slide to A3, affix to board/wall/flipchart - Using Supportive PowerPoint - Talk through the anger thermometer, talk about the different levels of anger, ask for examples (including from the last exercise) and place them on the thermometer poster. Then ask them about what calms them down? What kinds of anger are healthy for them and for the people around them. (6 mins) *Tell them it is about learning to cope with different stressors – being bullied and disrespected are stressors* Tell participants that learning to deal with anger in positive ways is being resilient.

Optional LSP methodology, outlined at the end of section, may be applied here

- **Resilience - What is it?** - Use Supportive PowerPoint - Tell group: Imagine you have each end of a piece of elastic in your hands. Pull your hands apart and the elastic stretches. Let go of one end and the elastic bounces back to its original size.
- **For People Resilience is...** - Go through points on Supportive PowerPoint - For people resilience means that whatever bad times you go through you can always bounce back again and be yourself.
- **What we know about Resilience and Bullying** - Go through points on Supportive PowerPoint - then use supportive MP4 ‘Chicken & Eagle’ (2.45 mins) - talk about what they watched - it is about expecting more from yourself and others. Show second supportive MP4 (2.15 mins) on Building Resilience.
- **Resilience Skills** - Tell participants there are many skills to build resilience, we are going to look at just a few. Keeping Calm - Anger is a Choice; Problem Solving; Making Good Decisions.
- **Keeping Calm - What Can I Do?** - Using Supportive PowerPoint go through points: You can Breathe – in for 4, hold for 4 – let out for 4. You can Count to 10 and think about what you are going to do next. You can talk to someone you trust, ask them to help you. You can scream/vent in a safe place. *Then brainstorm other things that they could do, remind them what they said calms them down on the thermometer slide exercise.* (5 mins)
- **Anger & Choice** - Tell participants these techniques work because Anger is a choice. You don’t have to react in an unhealthy way. Use supportive anger and choice MP4 (2.07 mins) Then use supportive PowerPoint and go through the points on bad and good reactive choices. Finally use supportive MP4 on coping with anger.

- **Problem Solving Skills** - Use supportive PowerPoint - Go through the points with the participants.
- **Problem Solving Tool** - People with SEN/D sometimes have difficulty in solving problems, So it is important to help and support them to figure out the best ways to cope and deal with problems. Over time it will help them to deal with and cope with issues that they may come across in their daily living. *Remember the problem solving tool from session 1?* Get group to brainstorm different problems that may happen to them in their life, write them up on the flipchart and choose 3 from the list – use the problem solving tool on the supportive PowerPoint to help sort the problems out together (10mins).
- **Making Good Decisions** - Use supportive PowerPoint - Go through the points with the participants.
- **What is Self Esteem?** - Use supportive PowerPoint - Tell participants understanding our own self esteem is part of being resilient. Go through two points, then use supportive MP4 (2.12 mins) on *Confidence. Move to the Music* - Use next MP4 (4.24 mins) and ask everyone to get up/moving to the music. When finished ask them how do they feel? Tell participant's that we all can do things to help us feel better, brainstorm examples and write them up on the flipchart.
- **Feeling Good/Bad about Yourself** - Use supportive PowerPoint. First talk about feeling good things about yourself - Tell participants knowing what makes us happy is being resilient. Get them to talk about what makes us feel good (*with each other or learning partner if there is one*) and the different things and people that help us – discuss – what makes you happy may not make others happy (5 mins). Move on to feeling bad things about yourself - Tell participants knowing what makes us sad is being resilient. With your learning partner talk about what makes us feel sad/down and the different things and people that makes us feel down – discuss – what makes you happy may not make others happy (5 mins).
- **Low / High Self Esteem** - Use supportive PowerPoints. Low Self Esteem - Point out that people with low self esteem can be targets for being bullied. Feeling not so good about ourselves can mean that we might not try new things. Explain that - It can be about not being happy with your life and you don't know how it can change. It can be about not being happy with the environment you live in and the people that you spend time with. It can be about not being treated right just because you have a disability. It can be about not having choice and control over your life
- **Body Language** - Get the group to talk about the people on the slide, how do they look, how do you think they feel?
- **Improving Self Esteem** - Use supportive PowerPoints - Challenges/barriers; Self esteem is: Something you build on; Made up of experiences; Plus & Minus - every relationship adds or takes away.
- **Self Esteem Grows / Does Not Grow** - Use supportive PowerPoints - go through points with participants.
- **Building Blocks to Good Self Esteem** - Research says that people with SEN/D often have lower self-esteem than their counterparts so it is very important that we support them in building self esteem. Using the Supportive PowerPoint - Read out examples and get each participant think about what their self-esteem bricks look like, **this is part of participants learning assessment – They will do this as part of Homework this week.**
- **Self Concept** - Understanding who you are is part of self esteem. Use supportive PowerPoints and go through the points on each of the different concepts of self with the participants - Who I am; Self Understanding; My physical self; Social self; Competence self; Inner self; Self has 2 faces.
- **Self Concept Poster** - Using Supportive PowerPoint go through the make up of the self concept poster with the participants. 1. *Who am I* – who am I as a person – likes/dislikes/what makes me different/what makes me the same 2. *Self understanding* - why are things important to me? what's important and what's not? what makes me angry? what motivates your behaviour and actions?

what are your values and beliefs **3. My physical self** - what I look like, colour of my eyes, colour of my skin, small, tall, thin, big, red hair, strong **4. My social self** - how I get on with other people, am I shy, do I like having fun, who are my friends, who are my work colleagues, my family. **5. Competent self** - What ways I am able to provide for myself, e.g. as an employee – my earnings, ways I look after the house, pay bills, look after myself. **6. Inner self** – what you think and feel deep inside about yourself. **7. The I am the Me** – person deep inside – what I want to really do.

Sometimes we will act on what the I tells us sometimes we do not, for example what I need to do, what is expected of me – all drawing on learned behaviours, expectations and attitudes from others.

George Herbert Mead

- **Assertion** - Use supportive PowerPoint - Tell participants that learning about how-to stand up and speak up about the things that bother us is about being resilient and assertive. Self advocates that use assertion need people to actively listen to them to get what they want. Some people may need constant support to help them be assertive in order to say what they want/need.
- **Aggressive Al, Passive Pete & Assertive Annie** - Use Supportive PowerPoints. For Aggressive Al ask them - How does he look? Do you think that other people would take him seriously, would they bully him? For Passive Pete - How does he look? Do you think that other people would take him seriously. For Assertive Annie - Tell them to practice standing with hands on hips – doing this can help us feel confident. Use supportive MP4 with scenarios to highlight differences.
- **Homework & Getting Certificate** - Give them their final **Homework Handout** explain that to get their final certificates they need to:
 - 1) **Go to** - <http://letsstopbullying.herokuapp.com/>
 - Click on your language
 - Click on Resilience
 - Click on Wall of Self Esteem
 - Play the Wall of self-esteem game
 - When finished, print out your Wall of Self-Esteem
 - 2) **Click on My Self-Concept game**
 - Play the various circles of the self-concept game
 - When finished, print out your My Self-Concept pictures
 - 3) **I Am Poster** - For this course each participant (or learning pair) has to create an “I Am” poster – in this poster you can put all the things that you are proud of and good at. – this needs to be sent in to the facilitator – everyone will get this work back



LEGO® SERIOUS PLAY® OPTIONS

Follow the Set Up Steps & Warm Up Exercises (outlined in Optional Lego Serious Play Chapter) then...

Application Technique 2 – Building Shared Models and Stories

The goal of this technique is to create a shared understanding and consensus of certain topics. The group consolidates all individual models in a common model agreed by all. For this the participants integrate either:

- (1) parts of the individual models, or
- (2) complete individual models.

Firstly, the participants are asked to create another individual model (Technique 1) on one of the following Resilience building Strategies and Tools:

Be confident

Don't Shy Away From Problems

Not focusing on the past, learning from it

Keeping Calm & Not Overreacting

Learning to Problem Solve

Don't be overcritical of yourself

After the building of the individual model, there are always the same steps to follow:

- You set the participants to build one of the “topics” reported above;
- The participants build, to the time set by you.
- Everybody shares about own model (using their hands, not just their words)
- Then there is a reflection phase, allowing everyone to ask clarifying questions about the construction and understand what emerges in terms of insights and thoughts.

To move into **Technique 2:**

All the models – including ones created in a previous session - are put into a common space.

The purpose of this technique is **to consolidate or negotiate a number of participants’ individual model into one shared model.**

The shared model is composed of bigger or smaller sections of the individual ones, it is also a coherent story that encompasses the essential meaning from all the individual models, and this is shared by all the participants.

This technique is recommended when the facilitator **wants a group to agree on one deeply shared answer to a question or a challenge (what to do when bullied in our case).**



LEGO® SERIOUS PLAY® OPTION

Basic Outline

LEGO® SERIOUS PLAY® (LSP) options are provided across the 6 modules

*They are offered at the end of each of the Module sections as a purely **OPTIONAL** augmentation and the areas they are applicable to are highlighted within the Module*

Trainers can, if they wish, utilise the LSP outlined here to replace/augment the use of slides/av materials to help illustrate and reflect on the issues within each module. The parameters of where LSP can be applied will be indicated in the Manual, everything else within the module should be complied with as normal.

Please note - The Lego Bricks and elements required are not provided by DisAbuse

Introduction: The LEGO® SERIOUS PLAY® (LSP) method was developed in the 1990s and launched in 2002 as a methodology for management, strategy definition and communication development, that has made its way into the Educational arena. It's a facilitated thinking, communication and problem solving technique for organisations, teams, individuals, based on the concept of "hand knowledge", "build knowledge by building things".

The use of LSP consists of a **Core Process** and seven **Application Techniques**.



1. **Pose the question:** Participants are asked to build and create stories in response to a question/ task set by the facilitator (*e.g. Who can be a victim? What does Disablist bullying look like?*).
2. **Construction:** participants build their 3D Lego model in response to the question.
3. **Sharing:** Each participant shares the story of their model's meaning and story.
4. **Reflection:** The facilitator and participants reflect on the models collectively introducing new, deeper, insights and connections.

The **Seven Application Techniques (AT)** are:

1. Building individual models and stories
2. Building shared models and stories
3. Creating a Landscape
4. Making Connections
5. Building a System
6. Playing Emergence and Decisions
7. Extracting Simple Guiding Principles

Differing Application Techniques are applied across the different modules as you will notice.

The 2 steps below should be followed by the Trainer as part of any of the LSP options should they wish to implement them...

1. Setting requirements for LSP:

If you are using LSP you as the facilitator choose the specific bricks to use (which can be pre-bagged for smaller tasks e.g. warm up exercises), the distribution of space and tables, the techniques that will be used, all depending on the topic, the type of participants involved, the objective of the workshop and the time available.

You will require BIG support tables:

- 1 big table (120cm*80cm) for every 4 participants.
 - 1 or more tables to stock the bricks - so that all participants can easily reach and choose them
- It's also useful to have tables that can be easily moved and joined together when needed, and where the participants can build big common models out of what they have done individually.

The room should be big enough to move around the tables in order to look at the constructions from different points of view.

2. Warm-up exercises (up to 3)

Do at the start of all sessions you choose to use LSP in to allow the participants to familiarise or re-familiarise themselves with LSP and playing with LSP:

Examples include:

Build a Duck (or any small animal)

Build a Tower

Build a Bridge

Build your Monday morning....

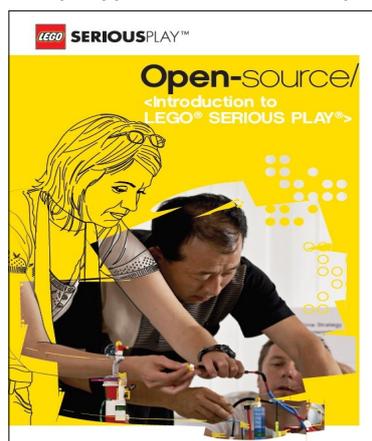
Following this you may then follow the LSP steps outlined at the end of the regular sessions.

As stated this is an optional choice to go alongside the modular materials, and to provide further knowledge of methods available to trainers. A PowerPoint provided by the Project Partners at Fondazione Mondo Digitale is available on the DisAbuse Website to further augment your knowledge on how to incorporate these optional sessions to the existing material, but there is no obligation to deviate from the standard modular materials outlined.

If you feel would like to learn more beyond this manual/course, the core methodology of LSP has been transcribed and made public for people and facilitators looking to benefit from utilising this method. The Open Source document aims to empower and inspire people to become familiar with the LSP method as well as open up the experience to people who previously couldn't be a part of it.

This Open Source document (37mbs) is available for download upon free registration at:

<http://seriousplaypro.com/about/open-source/>



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