

Effects of Bullying

Age Range:

12+, Years 7+,
KS3, KS4

Topics Covered:

Effects of bullying and
types of bullying

Time:

20 - 40 minutes

Equipment needed:

Flipchart paper, pens.

Learning Outcomes:

- Young people have an increased understanding of bullying/cyber bullying
- Young people have increased empathy for people affected by bullying/ cyber bullying
- Young people have an increased confidence in seeking help and support about bullying/cyber bullying

This exercise supports key topics identified in the new statutory RSHE guidance, including:

- Respectful Relationships
- Being safe
- Mental wellbeing

An exercise to explore the impacts bullying can have on people.

Introduction

This exercise uses creative thinking and reflective learning to explore the short and long term effects bullying can have on an individual.

Exercise

Bullying can affect many young people. This exercise helps them to explore the effects of bullying, why people might bully and strategies to deal with bullying.

Use the instructions below on 'Create a Character'. Split the group into two. Each group create a character. One group will create Maz and the other Kal who are both 14 years old (the gender of the characters is not relevant yet can be included if desired).

Explain to the group that the characters are someone who they can imagine being friends with and that the groups will be swapping over their papers so that the other group can check if the characters are realistic and consistent. If the opposite group doesn't feel a fact is realistic then they can cross it out (explain to the group they can only take out a fact if it isn't realistic or consistent; not just because they don't like something).

Once the characters have been created and swapped, ask someone from each group to place the characters in the middle of the circle.

Ask someone to randomly choose one of the characters. This character will be the bully in the following scenario the other will be the victim.

Read out the following scenario: **[Name of victim] is being bullied by [Name of bully] everyday at school.**

Run a discussion using some or all of the following questions. It can help to look at a range of possible responses to each question to generate discussion and debate for a deeper understanding.

- How might [victim] be getting bullied?
- Why might [bully] be acting this way towards [victim]?
- How might [victim] be feeling and why?
- How might the bullying affect [victim] and their home / school life?
- If the bullying carries on for many months or even years how might it affect [victim]?
- What could [victim] and others around them do to help stop the bullying and stop this having any further impact on [victim]?

Summary

Recap on the main feelings that came out for the character and the effects that bullying can have. You could explore how bullying can have long lasting impacts on people's confidence and mental health and impact on the choices they make about life. You could also look at how the choice of victim and bully was random to show how bullying can happen to anyone. Summarise by discussing the different places for help and support available to victims of bullying, including staff at school and Childline 0800 11 11.

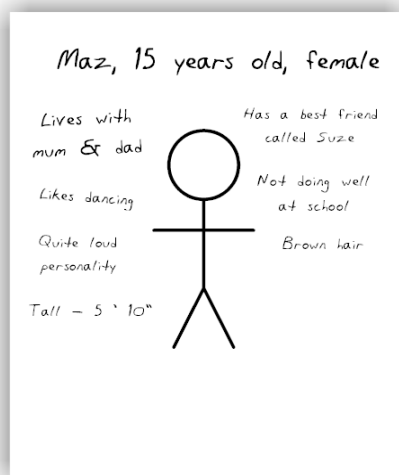
Create a Character

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that look a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz's period is late, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 446 4880 for more details.