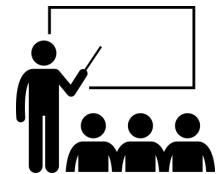


NON FORMAL EDUCATION ACTIVITIES



BULLYING

SERGIO'S STORY

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SCOPE OF INTERVENTION



Bullying and cyberbullying are considered deviant behaviour: this term refers to behaviour that goes against the norms and values of the social context in which we live.

They include different types of behaviour:

- aggressive conduct aimed at offending other people
- offences against property (theft and vandalism)
- violation of the norms of sincerity and obedience in relationships with adults (lying and disobedience).

These behaviours have in common the transgression of rules and therefore the inability to relate adequately to the rest of the society.

These behaviours increase in adolescence and tend to decrease from the age of 18-20. However, these behaviours are not exclusive to adolescents; some of them emerge during childhood and in some cases continue into adulthood, assuming the characteristics of persistent behaviour.

Here are some suggestions for planning prevention programmes with youngsters to avoid or reduce involvement in deviant behaviour in adolescence:



- Working in small groups or individual classes to increase direct involvement
- Developing specific skills among adolescents (regulating self-efficacy of emotions, effective communication) necessary for adequate social relations with adults and peers.
- Planning a regulatory system with few but clear and motivated rules.
- Provide and make explicit a clear system of sanctions aimed at making the offender responsible and repairing the damage done.
- Adopt intervention strategies that encourage adult control of behaviour in formal settings such as schools.
- Offer adolescents models of adults (teachers, youth workers, parents, other adults) that are consistent with the teachings transmitted.
- Explicitly disapprove of inappropriate behaviour.
- Helping adolescents to decentralise, adopting different points of view from their own.
- Encourage continuity of interventions, not limiting them to the actions of experts but providing ongoing activities.
- Informing in a correct but non-terrorist way of the legal consequences of behaviour that offends people and property.

GENERAL INDICATION



This sheet contains activities that can be used to initiate a discussion on the theme of aggression that is sometimes acted out or suffered by adolescents in their group experiences. The steps of which the activity is composed, described in the IMPLEMENTATION module, can be considered as consecutive phases of a single thematic intervention or as single self-contained activities.

THEMES	<ul style="list-style-type: none"> • Aggressiveness • Relations of power • Emotional intelligence
AGE OF PARTICIPANTS	13 - 18 years old
N. OF PARTICIPANTS	30 participants maximum
TIMING	<ul style="list-style-type: none"> • Step 1: 20' • Step 2: 30' • Step 3: 30' • Step 4: 40-60'
MATERIAL	<ul style="list-style-type: none"> • Sergio's story (Attachment n.1) • Table (Attachment n.2) • Grids (Attachment n.3-4) • Flipchart (Attachment n.5) • Blackboard/LID • Usual school materials: paper, pens, colours • Functional spaces to divide the group into at least 5 subgroups
GOALS	<ul style="list-style-type: none"> • Reflecting with young people on the different possible modes of reaction • Promoting the assumption of different points of view from one's own, especially with regard to the victims of aggressive behaviour • Raising awareness of individual responsibility for incidents of aggressive behaviour: even supporters of the aggressor and observers who do not act have responsibilities • Discussing among peers possible strategies to reduce involvement in aggressive behaviour.
CRITICAL ISSUES	The activities do not present any criticalities or obstacles to implementation. Any difficulties linked to the contingent and subjective situation of the group will be pointed out.

IMPLEMENTATION

STEP N.1

Propose the theme of aggressive behaviour, emphasising how it can be present at any age in life and may become a prevalent interaction strategy for some individuals.

Highlighting the fact that, although only some adolescents behave aggressively, when this happens it is particularly serious because it generates deep suffering in those who are victims of the acts of aggression, whether physical or verbal.

In order to tackle the specific issue of bullying with young people, paying particular attention to the different roles played by youngsters (the victim, the bullies, the bully's supporters, the observers) and adults, the following is a stimulus situation to be read together with young people: **SERGIO'S STORY (Attachment n.1)**.

Or, if you prefer, you can divide the group into subgroups and distribute the transcribed story to each participant or group and then ask one of them to read it aloud within their group.

Through some questions that are proposed at the end of the story, it is possible to lead a group discussion that helps young people to reflect on deviant behaviour, such as physical and psychological violence, bullying.



After reading the stimulus situation, ask the participants to say freely what they think about Sergio's condition.

Below are some questions that can help lead the discussion:

- In your opinion, how does Sergio feel?
- How would you feel in his shoes?
- What can Sergio do to solve his problem?
- What would you do if you were in Sergio's situation?
- In your opinion, why hasn't Sergio told any adult about his situation?
- In your opinion, which adults can intervene and how?
- In your opinion, is it possible to prevent these situations? How?
- Are such situations frequent in your life?

IMPLEMENTATION

STEP N.2

Draw on a blackboard a **TABLE (Attachment n.2)** divide the group into subgroups and give each group a grid corresponding to the table on the blackboard.

Each group has to fill in the chart, also hypothesising possible alternative behaviours useful to help solve Sergio's problem; this takes about 30 minutes.

At the end of the group work, through a plenary discussion, fill in the table on the blackboard so as to summarise and integrate the contributions made by the individual groups.

IMPLEMENTATION

STEP N.3

Draw on the blackboard a **GRID (Attachment no. 3 - Attachment no. 4)** and divide the participants into groups. Each group should discuss and fill in the grid; this takes about 20 minutes. At the end of the group work, through a plenary discussion, fill in the grid drawn on the blackboard, in order to synthesise and integrate the contributions offered by the individual groups.

This grid shows the reasons why some adolescents choose to behave in ways that are harmful to other people or to their property, or why they tell lies and disobey adults. The activity consists of identifying the motivations that the group thinks underlie these behaviours and trying to think of what other way (with what other behaviour) one could achieve the same goals without compromising others and oneself.

IMPLEMENTATION

STEP N.4

Prepare some **CARDBOARDS (Attachment n.5)** on which a sentence will be written for the participants to comment in turn. If the group is not too large, it is possible to carry out this activity in plenary, otherwise it is recommended to set up two or three subgroups, each of which with a facilitator.

The facilitator asks each young people in turn to choose a card, read the sentence out loud and comment on it, saying what they think about it; the other members of the group can integrate the comment with their opinion.

In the cards below, there are some phrases on deviant behaviour (aggression, theft, vandalism, lying, disobedience) that can be written on cards to be distributed and commented by the participants.

SERGIO'S STORY

ATTACHMENT N.1

Sergio is a new student in his class, having just moved from another city. He would love to make friends with his classmates, but he is left out.

In fact, some of his new classmates use to tease him, hide his school bag, get very angry with him when he refuses to make them copy his homework. Later, the insults also appeared on social networks such as Instagram, TickTock and WhatsApp, for example, some of his classmates write to him, through private messages, threats and offensive phrases and publish on his profiles photoshopped pictures of him, which are visible to all and get numerous likes. All except one or two of his classmates ignore him.

Sergio is in a difficult situation, but does not dare to inform any adult of his situation...

TABLE

ATTACHMENT N.2

CHARACTERS	CHARACTERISTICS	RESPONSIBILITY OF THE SITUATION	POSSIBLE ALTERNATIVE BEHAVIOURS
Sergio			
Male classmates			
The two aggressive classmates			
Female classmates			
The two classmates who doesn't ignore him			
Older students			
Teachers			
Non-teaching staff			
Parents			

GRID

ATTACHMENT N.3



AGGRESSIVE BEHAVIOURS

	POSSIBLE REASONS	IN OUR OPINION, YES	IN OUR OPINION, NO	POSSIBLE ALTERNATIVE BEHAVIOURS
To experiment with new behaviours				
To affirm identity				
To be seen by others				
To be accepted by the group				
To be like the others in the group				
To break the rules				
To oppose adults				
To oppose society				

GRID

ATTACHMENT N.4



DISOBEDIENCE

	POSSIBLE REASONS	IN OUR OPINION, YES	IN OUR OPINION, NO	POSSIBLE ALTERNATIVE BEHAVIOURS
To experiment with new behaviours				
To affirm identity				
To be seen by others				
To be accepted by the group				
To be like the others in the group				
To break the rules				
To oppose adults				
To oppose society				

CARDBOARDS

ATTACHMENT N.5

1. During adolescence many young people become aggressive.
2. It is normal for a young person to become aggressive when angry.
3. It is right to use violence to achieve important goals.
4. A boy who knows how to assert his reason, even by force, shows that he is a man.
5. Victims of aggressive behaviour usually ask for it.
6. If a girl dresses in a provocative way, then she should not complain if boys make dirty jokes.
7. Isolating a classmate and "talking about them" does not mean being aggressive.
8. Soiling the school toilets is not vandalism.
9. Only when you are really mature you are able to say no to the group that pushes you to do something illegal.
10. When a person who is important to us asks us to do something illegal for them and we succeed, then we feel we are valuable.
11. When we are part of a group, we feel able to do anything the group asks: even sacrifice our principles.

DEBRIEFING



After discussing Sergio's situation, his feelings and the possible strategies that could help him to get out of his current problematic situation, it is possible to systematically analyse the specific roles of the various people involved in this story, specifying their personal characteristics, the level of responsibility for Sergio's condition and the behaviour that each person could implement to deal with the problem. This more detailed analysis generally reveals those mechanisms of moral disengagement (diffusion of responsibility: more responsible people, no responsible; blaming the victim: he asked for it) that favour the implementation or acceptance of aggressive behaviour. Talking explicitly about these mechanisms helps to be more aware of their existence and can reduce their use.

Trying to think about the responsibility of everyone (aggressors, victim, supporters of the aggressors, observers), even of those who are not directly involved, aims at recalling the role that everyone can play in containing aggressive behaviour systematically implemented in group contexts. Finally, devising possible behavioural alternatives helps to bring the discussion onto a practical action plan that can help to tackle and anticipate possible difficult conditions linked to aggressive behaviour.



The last step proposed represents a central synthesis activity on the functions performed by the behaviours that constitute deviant behaviour, and related to the identity and social relations of adolescents.

In the grid used as a tool, the main functions performed by deviant behaviour in adolescence are listed and the young people are asked to reflect on these reasons, and to identify possible alternative behaviours that allow them to achieve the same objectives in a more mature and healthy way. The principle used is the Theatre of the Oppressed, a practice that defuses conflicts by inserting variables, at the participants' discretion, that modify the dynamics between the characters and, consequently, the course of events.

The activity is used to discuss the theme of deviant behaviour by thinking about the subjective advantages perceived by those who carry it out, to reflect on possible alternative behaviours to aggression, to reflect on the prejudices and stereotypes linked to different behaviours.

PARTNERS



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