Anti-Bullying Workshop Plan

Here is an example workshop plan for out Anti-Bullying workshop series. We are able to adapt and personalise this workshop to the specific needs and wants of your school. Please contact Clare O'Hara on cohara@chippingnortontheatre.com to find out more.
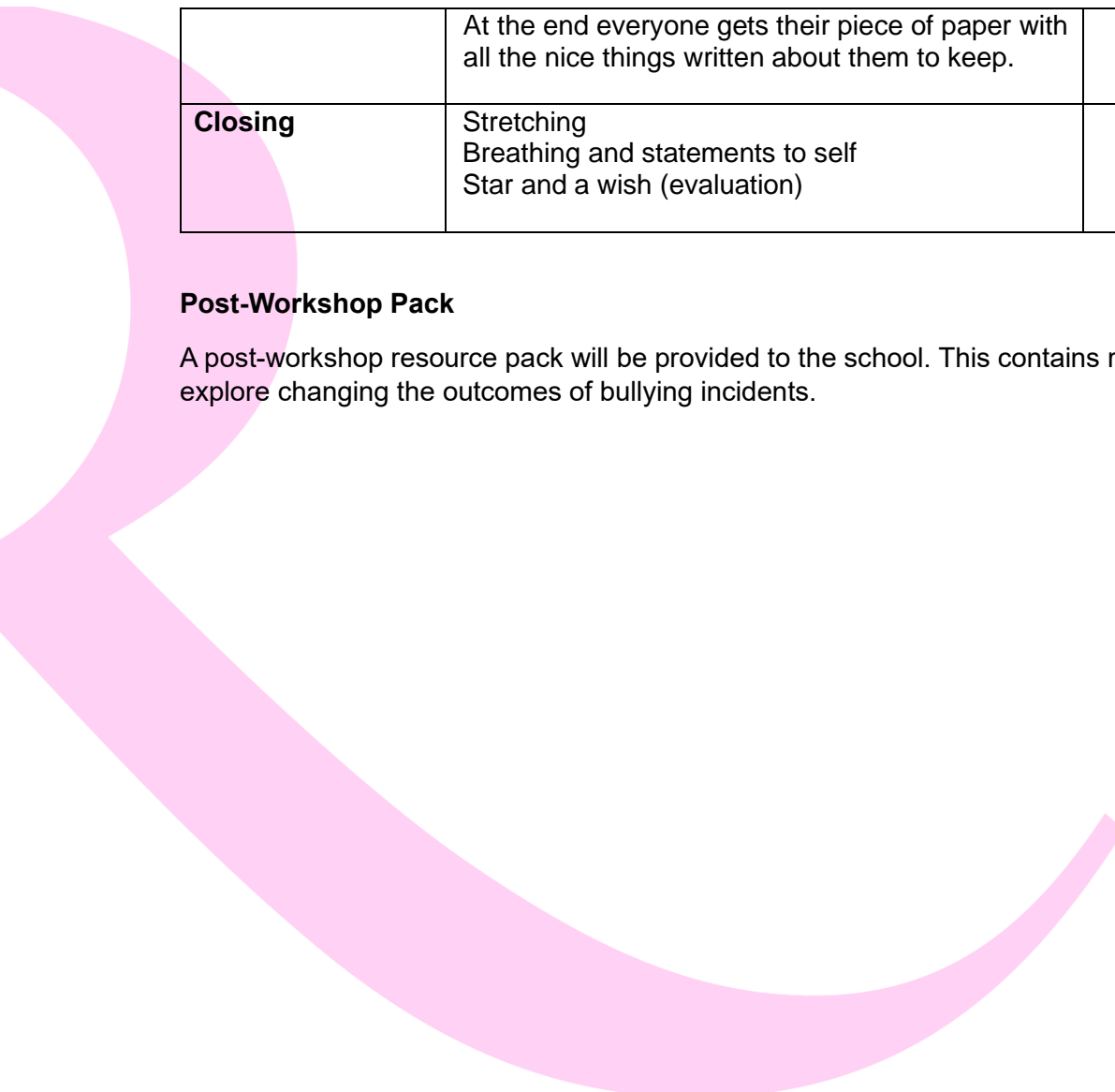
Workshop Aims:

- To have engaging discussions with young people about bullying.

- To explore the feelings and emotions of different characters during bullying incidents. To grow our understanding and empathy for all involved.

- To differentiate between the statements *bullying is bad* and *bullies are bad* and begin to explore further: what makes someone bully?

- To start a constructive conversation about bullying within schools that can be continued by teachers with the help of post-workshop resources.

Activity	Description	Notes
Warm Up **(15 mins)**	To get us moving in the space: • Funky chicken • Stretch and shake • Go, stop, Andy's coming, breaking barriers and huggy To get us working and interacting with each other: • Zip, zap boing	
What is Bullying? **(10 mins)** Script Work	Read a short script out loud together with a bullying incident at its centre. Questions are given to the group regarding each character for the group to respond to. • Why do you think Ben excluded Jack?	Discussion: What is Bullying? • Group discussion about the script and what we think and feel about what we read. Using what we have just learned to think and come up with an understanding together what the term 'bullying' means

	• Was there anything Jack should have done differently? • As someone who wasn't present for the initial incident how do you think Ella is feeling? • Who is the unnamed person who filmed the incident and posted it?	• Anti-bullying Alliance Definition: *The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online*
Complexity & Context **(10 mins)** Scenarios: Agree or Disagree Scale	Read out statements relating to the characters in the scene for participants to place themselves physically on a scale across the room as to how strongly they agree with each statement.	Example statements: o *Ben and his friends are just making fun of Jack for banter* o *The bystanders are just as bad as Ben for not intervening* o *Cyberbullying is not as bad as physical bullying*
	Give more information about the characters and the scene and encourage participants to think about the characters afresh. Read out the same statements from earlier so the participants can choose a different place on the scale if they wish. Repeat with different extra information.	Examples of extra information: o *Ben's friend Sam felt really uncomfortable when he was unkind to Jack. Sam laughed along with the others for fear of being targeted or excluded by the group if s/he didn't 'show a sense of humour'* o *Jack has dyspraxia. He loves to play football, but often misses the ball and falls down. Ben and his friends don't know this because Jack doesn't want them to.* o *Ella forwarded the pics and video to Jack, so that he can show his teacher and parents what has happened.*
	Brief discussion: there is always more to a situation than meets the eye & context can change how you think about things. What remained <u>unchangeable facts</u> about the situation regardless of context?	
Delving Deeper **(25 mins)**	Split into groups to devise a bullying scene which will be shared with the rest of the group. This will then lead us to one of the following exercises:	

	Inside/Outside Person Tracing	Each group draws around one person on a sheet of paper to represent their character. Together, the group will brainstorm a backstory for that character: ○ On the outside we write all the words we can think about how they present in that moment ○ On the inside we can think about how they might be feeling underneath it all *Hurt? Embarrassed? Jealous? Insecure?*
	<u>OR</u> Freeze frames & Thought tracking	Each participant thinks more about their character – what is their home life like, who is there, who looks after them, what do they have and what do they need. With this richer knowledge about the characters, we will share our sharing scenes again, and the practitioner will freeze a particular moment so we can look at: ○ What are each of the characters feeling? *Hurt? Embarrassed? Jealous? Insecure?* Characters step out of the freeze frame & tell us their thoughts. We can ask them questions. ○ What do both people need? All the characters have a chance to share their different needs in the moment
Effecting Change (20 mins) Forum Theatre	Replaying the scenes: what if life had a Freeze Point like a video game, and you could try different choices & see how the outcome changes. Let's try it out, using improvisation. What can each character do to be an ally against bullying?	Group discussion: *this can include all school policies about bullying and what to do if you encounter bullying*
Bring it back to reality (10 mins)	Each participant has a piece of paper taped to their back and a pen. The participants move about the space and write something that they value about that person on their back.	Thinking about everything we've talked about in the workshop, an exercise to build both positive relationships in the space & a positive self-image.

	At the end everyone gets their piece of paper with all the nice things written about them to keep.	
Closing	Stretching Breathing and statements to self Star and a wish (evaluation)	

Post-Workshop Pack

A post-workshop resource pack will be provided to the school. This contains resources and exercises to continue discussions and further explore changing the outcomes of bullying incidents.