

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“Do not push me!”

A scenario for higher education students (13-15 years old) on bullying at school

1.2 Creator

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1.3 Topics or courses involved

Language, History, Citizenship, Ethics, Literature

1.4 Educational level

Primary

Secondary X 13-15 years old

Higher education

Adult education

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Clarify key concepts such as: Identity, the Right to Difference
- Explore diversity with the view to improving quality in education: Explore diversity at schools, heterogeneity in the class
- Exercise and develop their intercultural skills: Language and communication skills, empathy, critical thinking etc.
- Generate and answer the relevant questions on stereotypes and diversity

- Apply active listening and communication rules
- Listen to different points of view
- Work co-operatively
- Develop empathy
- Recognize and promote critical thinking

1.6 Time-duration

Class time: 2 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 3 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

1a. We study with the students one **text** on a real story of bullying, narrated by a teenager (**Worksheet 1**)

1b. Theatrical techniques

We ask the students to describe different parts of the story that they want to represent, using freeze frames (still images) in 3 or 4 groups.

2. Discussion to explore

2.a. **Individual work:** How do you feel about the story? How do you feel now that you are outside your roles? Learners write down their thoughts and feelings.

2b. Do you observe **bullying and racism** here at the school? Tell us some examples from the everyday life of the school. What kinds of bullying for young people have you ever observed?

The students usually refer to some examples, such as: there are students of different ethnic origin or different culture who suffer from the bullies as they are thrown into the garbage bins, or are hit and pushed by them, there are students who are never invited to parties, students with different clothes or with learning difficulties who are teased and bullied, there is bullying through the internet etc.

3. Using Theatrical techniques

3.a. The group decides which scene they want to play as a Forum Theatre.

3b. This time they decide to play a scene with bullying in the school yard. They decide the scene to be represented and they are proposed to use the Forum Theatre technique (Theatre of the Oppressed, by Augusto Boal), where there is an oppressor

and an oppressed.

The **facilitator** plays the role of the Joker in the Forum Theatre and she / he facilitates the replay of this same scene. Now she/he calls for people from the audience to be involved and to interfere and give another solution at different stages/ phases of the play.

3c. Debriefing: Students do a **debriefing session** so that they get out of the roles and express their feelings and disconnect from their roles.

Questions for debriefing session

How do you feel now?

How do you think the oppressed feels now? How she/ he felt while was being bullied?

How do you think each person of the play felt during their involvement in this event?

What would you do in case you were person A or person B etc?

4. Dialectical Discussion to reveal meaning

Binary opposition 1: Do you think that the bullied person is actually a victim or maybe they provoke with words or behavior thus they know they will be bullied? Do you think that the Bully is also a victim of bullying in the past, so it is not her/ his fault?

- **Individual work**- where every learner will think and possibly write about what s/he believes on bullying, what are the arguments to base her/ his opinion on, and even why s/he has this view, which are the factors who helped create what they believe today.
- **Work in pairs or in trio** – where one presents and explains her/ his opinion to the other(s) and s/he answers questions that are relevant and based more on the “aporia” and they are questions that the other(s) use in order to just understand in depth an opinion. No one tries to persuade the other, they just apply the active listening principles, by avoid judging and asking for clarifications only.
- **Research by the learners**- where learners work individually or in small groups, based and guided by the questions that their classmates asked in the previous stage, in order to find more evidence to support a view (even a slightly different one from their own initial opinion). Learners become self-directed and autonomous learners and research in books, the internet, literature, videos, comics etc.
- **Discussion in Plenary**- where different groups, according to the views

reflected, present their opinions and ask for real critique and feedback. Here the most important is to reflect based on research and arguments and to develop critical thinking.

Binary opposition 2: How strict should a bully be punished? Should we cover the bullying when happens for the first time, hoping that it will never again happen? How can a bully be helped, as he/she might be a victim in the past?

The facilitator follows the same procedure as above. At the end, the facilitator guides a discussion based on questions that develop critical thinking skills.

We first find the common ground for our discussion, where do we agree.

Questions for Critical Thinking based on the Dialectical Method

Define the main concept: what do you think is bullying?

Where this concept / phenomenon / term is present, in your opinion, in which level, (societal) place, location, field? How much extended is in the community and the society? Does it affect mainly young people or not?

What are its consequences at a personal, local, national, societal level?

Is there any extreme form of bullying?

Do you think that the oppressed / victim may have been an oppressor in the past? Can you think of any examples?

These two roles may possibly be changed with each other in different contexts and groups?

If this scene or events like this are being reproduced, how and by whom it is reproduced?

What kind of solutions can you propose on bullying? Short-term, mid-term, long-term solutions?

Are there many solutions? Are there any permanent solutions?

Do you believe that making the problem public or sharing it with someone might contribute to its solution or not? Why and How?

We should try to reach a conclusion and a common interesting point, a “synthesis”.

5. Personalization

The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Questions for Personalization:

Are there any persons that a student at your age could trust on this matter?

Whom would you trust personally in order to confess whether you or someone else is a victim of bullying?

If you were the oppressed/ victim, would you share your problem with some school mates? With all school students in public? With the teachers?

Please write down individually:

How do you feel about this problem of many teenagers?

Why do you think you feel like this?

How do you feel now, after this discussion?

6. Action plan

6a. watch the video **How to Stop A Bully**

<https://www.youtube.com/watch?v=7oKjW1OIJuw> (7 min)

6b. Can you create a personal Action Plan on this topic? (Learning, writing, acting, sharing etc.) check **Worksheet 2**

2.2 Worksheets & Resources

<https://www.pacerteensagainstbullying.org/pacer-story/my-bullying-story-3/>

<https://www.youtube.com/watch?v=7oKjW1OIJuw>

<https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>

<https://www.stopbullying.gov/what-is-bullying/index.html>

2.3 Infrastructure & Materials needed

- enough space to act as in a school yard

-text(s) as a warm up , find from here

<https://www.pacerteensagainstbullying.org/pacer-story/my-bullying-story-3/>

- some accessories to wear for the needs of each role

2.4 Versions-adaptations

This topic is about racism (towards people of different national origin and of people with different cultural background). Racism may address also people with learning difficulties, disabled people, people with different sexual orientation, people of

different appearance (fat, skinny, a fashion victim, with special clothes, etc). Other concepts that may be introduced are: Power, Authority, Patriarchy, Sexism, Orientation of Education, Role Models, Wars, Refugee crisis and its impact on Western societies, etc.

2.5 Challenges

- Many students do not want to share their own problem in front of an audience.
- Some students believe that the bully will go on in case the oppressed / victim will tell the parents or the teachers
- If you have a multinational and multilingual class, you may not find enough students who can understand the play in the target language and can participate.

2.6. Further reading

3. Evaluation of the educational scenario

- **Evaluation** may take place after the end of the scenario, through questionnaires or a group interview in order to explore the impact of the students and the problems they encountered during the process
- **Lessons learned – conclusions** a group of students may act as evaluators and observe for one week the classmates and locate any bullying or racist behavior. They write a report on this.

WORKSHEET 1

My bullying story

November 18, 2015

Carolín

When I was in elementary school, I was a very happy and outgoing kid and had lots of friends. But when I started secondary school, some older kids started to bully and tease me. All my friends from elementary school left me because they didn't want to be seen with me. At my school, everything was all about money and clothes. I had huge glasses and I was really ugly and everyone laughed at me. Then a boy (he was in 8th grade I think) started to follow me around. He called me names, took my stuff and made up rumors about me. One day he and his friends beat me up on the bus. No one wanted to be friends with me anymore. Then I became friends with two girls in my class. They started making up rumors about me. Everyone kept telling me what a bad person I was. In 6th grade, the bullying got even worse. Everyone said I was ugly and I should just kill myself. In 7th grade my mom made me attend afternoon classes (full-time school was voluntary at my school). The kids in afternoon class started bullying me, too. They followed me around and took photos of me in the bathroom to send them to the whole school. When I got home from school, I would go to my room and cry all evening. I never talked to anyone. My grades dropped and my teachers started to talk to my parents. They told them I was lazy and refused to participate. They knew I was bullied but they never did anything to stop it. Everyone hated me and I didn't have a single friend. I just want to tell everyone who is going through the same: It gets better. I know it's really hard, and you might feel like giving up sometimes, but you have to be yourself and stay confident. Don't let them get to you. I know you're suffering, but at some point you'll be proud of yourself for all that you've been through. And if anyone judges you, it is their own problem. Those people have no idea what you've been through. They probably couldn't even take it. But you had to take it. And you're still here going on with your life. And that's why you can be proud of yourself.

<https://www.pacerteensagainstbullying.org/pacer-story/my-bullying-story-3/>

Worksheet 2

Action plan

What actions can you undertake in order to face bullying?

- One group may design posters on bullying

- One group may write short stories for the local newspaper or the school newspaper
- One group organizes a fund raising campaign to collect money for prevention measures
- One group may design a pledge like the one below

“Let’s show that we are united for kindness, acceptance and inclusion!”

powerful
change
care
community
inclusion
acceptance
protect
kindness
help
you’re not alone
support
together

- ...
- ...