

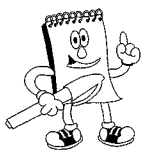


Session 3

Beliefs about bullying

Explain that today we are going to

- ❖ discuss the bullying triangle
- ❖ think about the different beliefs we have about bullying behaviours
- ❖ encourage others to behave assertively



You will need

- ❖ Bullying Triangle Classroom Poster - one copy for Peer leaders
- ❖ Activity Sheet 6 - one copy per pair
- ❖ Activity Sheet 7 - one copy per pair, photocopied on the back of Activity Sheet 6
- ❖ scrap paper - approximately 5 pieces
- ❖ coloured pencils

Looking back

Ask the group to think of a time over the last week when their behaviour was helpful to others.

- ❖ What did you do?



10 mins

Activity 1 - Bullying Triangle

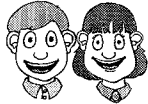
1. One Peer leader shows the 'Bullying Triangle' to the group.
2. Explain that there are usually 3 people or groups of people involved in any bullying situation.
3. Ask students to remember the 3 different roles.
 - ❖ person being bullied
 - ❖ person doing the bullying
 - ❖ people looking on
4. The other Peer leader reads out the following situation to the group.

Danielle likes to play handball with her friends at lunchtime. Tim has decided he wants to play and he waits until Danielle has found her area on the court before telling her to leave because he wants to play there. Sometimes he pushes Danielle out of the area. Danielle's friends see what is happening but just continue with the game.



5. Split students into groups of 3 mixing younger and older students.
6. Hand out a piece of scrap paper and pencils to each group.
7. Ask the groups to draw a picture of the situation.
8. Ask each group to share their picture.

Let's chat



- ❖ What is Danielle's role in the situation?
- ❖ What role is Tim taking?
- ❖ Where do Danielle's friends fit in the bullying triangle?



"Whatever our role in a bullying situation, we have a responsibility to help each other to stop the bullying from happening."



10 mins

Activity 2 - Beliefs about behaviour

1. Explain to students that people have different beliefs about how to behave.
2. In this activity we need to think about some of the beliefs we have and whether these are helpful or hurtful to others.
3. Ask students to form pairs, an older student with a younger student.
4. Hand out Activity Sheet 6 to each pair.
5. Peer leaders read out each of the 8 different beliefs, one at a time.
6. Ask pairs to circle whether they feel the belief is helpful or hurtful in each situation.
7. Then pairs use a different coloured pencil for each belief and trace the path to check whether the belief is helpful or hurtful.
8. Ask each pair to share one of the beliefs and say whether it is a helpful or hurtful way to behave.



"If we are bullied we need to remember that it is not our fault. We all have a right to feel safe and happy at school. If we are bullied or see someone being bullied, we should tell someone who can help."



10 mins

Activity 3 - Being Assertive

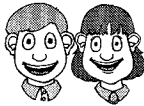
1. Ask students to split into pairs.
2. Hand out Activity Sheet 7 to each pair.



3. Explain to the group that we are going to talk about 3 different ways of behaving.
 - ❖ anxious
 - ❖ assertive
 - ❖ angry
4. Ask students to look at the pictures which show each type of behaviour and discuss.
5. Peer leader reads out the first situation.

Will and his group yell at Matt demanding his basketball. Matt tries not to cry and whispers "no" with his head down and his shoulders slumped. Will grabs the ball and runs off to play with his friends.

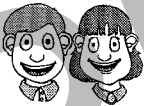
Let's chat



- ❖ What type of behaviour is Matt showing?
6. Ask the students to colour all the anxious behaviours in yellow.
(Hint - no eye contact; give in; whisper; put yourself down; cry)
 7. Read out the second situation.

Will and his group yell at Matt demanding his basketball. Matt shouts at them "no" and moves over to stand close to Will in a threatening way. Matt then calls the boys mean names and tries to push them out of the way. Will grabs the ball and runs off to play with his friends.

Let's chat

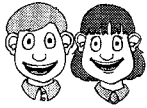


- ❖ What type of behaviour is Matt showing?
8. Ask the students to colour all the angry behaviours in red.
(Hint - shout; argue back; loud, angry voice; threatening body language; put others down)
 9. Read out the third situation and tell students that this is the type of behaviour we need to try to use if someone is bullying us.

Will and his group yell at Matt demanding his basketball. Matt reminds himself to look confident even though he is feeling nervous. He stands tall, looks Will in the eye and says "no" in a strong voice. He picks up his basketball and together with his friends moves to another part of the playground.



Let's chat



- ❖ What type of behaviour is Matt showing?

10. Ask the students to colour all the assertive behaviours in blue.

(Hint - calm, strong voice; look confident even if you are scared; look person in the eye; say what you feel; ask them to stop; ask for help; go to a safe place; walk away without looking back)

11. Bring the group together.

12. Ask students to share the assertive behaviours with the rest of the group.



"If we are being bullied we need to remember to behave assertively even if we are feeling scared. We can do this by saying how we feel in a strong, calm voice, standing confidently and having eye contact."

Finishing off

- ❖ Ask the students what they liked about Peer Support today
- ❖ Ask them to practise being assertive during the week
- ❖ What can we tell our families about Peer Support this week?
- ❖ Thank everyone for taking part today



- ❖ Teacher Debriefing Notes for use with your own class after today's Peer Support session:

- use the bullying triangle to reinforce to students that we all have a part to play in reducing bullying behaviours in our school.
- discuss other helpful ways of behaving when we see bullying behaviours happening.
- encourage students to practise assertive ways of responding to bullying behaviours.

Note: Posters are provided for classroom use to support the concepts taught in this module.



Activity Sheet 6

Beliefs about Behaviour

1. I should feel safe at school.
helpful or hurtful

2. It's not my problem if I see
someone being bullied at school.
helpful or hurtful

3. If I'm being bullied, I need to
remember it's not my fault.
helpful or hurtful

4. It's OK for people to be different.
helpful or hurtful

5. I should tell someone who
can help if I know someone is
being bullied.
helpful or hurtful

6. People who are bullied deserve it.
helpful or hurtful

7. If I see someone being bullied,
I ask them if they are OK.
helpful or hurtful

8. I stand around and watch
bullying behaviour for fun.
helpful or hurtful

helpful

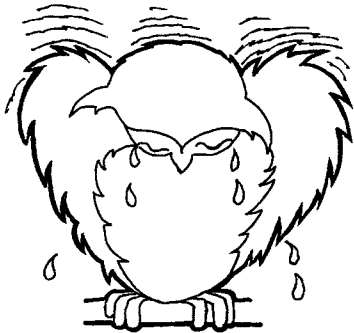
hurtful



Activity Sheet 7

Learning to be Assertive

Anxious



Assertive



Angry



Colour the triangles which show anxious behaviours in yellow.

Colour the triangles which show angry behaviours in red.

Colour the triangles which show assertive behaviours in blue.

no eye contact

shout

calm, strong voice

look confident even if you're scared

look the person in the eye

whisper

give in

put yourself down

argue back

loud, angry voice

say what you feel

threatening body language

cry

ask them to stop

ask for help

go to a safe place

put others down

walk away without looking back