

FRAMING THE DISCUSSION OF BULLYING

Purpose: To create an environment in which participants can discuss their ideas about bullying

Time: 20 minutes

What you need: Pencil and paper to write answers

How it's done:

1. Open a discussion in small groups or pairs (i.e. concentric circles) using the following questions:

- Is it moral to beat up a bully?
- What different ideas do people have about the morality of using violence to stop violence?
- What ideas, feelings and actions would these different ideas lead to?
- Is it different if we are talking about boys or girls?
- How do you individually decide which of these ideas are acceptable to you?

2. Ask each person to write an answer to the question: What do you think when you see one person bully another that keeps you from intervening? (i.e. I am afraid the bully will turn on me. It's not my problem. I feel scared. Etc.)

3. In the full group ask: How could these statements (of what keeps one from intervening) be transformed to affirm one's own feelings AND choose positive action?

GOOD AND POOR LISTENING

Purpose: To demonstrate good and poor listening behavior

Time: 30 minutes

What you need: Newsprint and markers

How it's done:

1. Introduce the idea that some behaviors encourage people to talk and others discourage people from talking. Present a skit which you have arranged with a participant, in which the participant tells you something they know well, such as how to brush your teeth. The participant should take care not to speak about something very personal or important.
2. Demonstrate poor listening by distancing yourself in your chair, looking bored, spacing out, cleaning your fingernails, looking at your watch, asking someone else a question, interrupting, changing the subject, tapping your feet, etc. Ask the group to tell you what you could have done better and write it up on the flip chart.
3. The second time you listen, do as the group has told you, probably to sit still, focus on the speaker and not fiddle. Be very still and make good eye contact but don't respond in any way to what is being said. (Often this makes the speaker so uncomfortable, they can't go on speaking.) Ask again for advice. Ask them to describe how they can tell when someone is really listening and when someone isn't listening.
4. The third time, practice good listening skills. Summarize the main points, and reflect back the emotion you hear. Keep eye contact, face the person, look attentive, don't interrupt, ask clarifying questions. Ask if your impression is accurate. One way to phrase this is, "It sounds like you are feeling _____. Is that right?"
5. Ask the group whether this is better. Ask them to tell you how they like to be listened to. Let them talk about how comfortable or uncomfortable it is to have someone reflect back. Wrap up the activity by asking what role good or poor communication plays in conflict and violence. Notice that reflective listening is more helpful when people are in conflict than in ordinary friendly conversations.

QUICK DECISIONS: VIOLENCE VS. NON-VIOLENCE

Purpose: To illustrate that a non-violent response to a threatening situation usually requires more time and careful thought than a violent reaction

Time: 15-20 minutes

What you need: Scenarios and even numbers of groups

How it's done:

1. Divide the large group into 2, 4 or 6 small groups depending on the size of the large group (for example, if there are 12 participants, break into 4 groups of 3).
2. Tell the groups that you will read a scenario and that they will have 10 seconds to think about it silently to themselves. At the end of the 10 seconds, they will have one minute to decide as a group what their response is to the situation.
3. Designate half of the groups to decide on what a violent reaction would be while the other half will decide on what a non-violent reaction would be (if you had 4 groups, 2 of them would represent violence and the other 2 would represent non-violence).
4. Have each group report their decisions and write down in summary what they said on the flipchart.
5. On the next scenario, have the groups switch how they will respond (if they were representing violence, they will now represent non-violence). Give them the same amount of time to think to themselves and discuss as a group as before, have them report their decisions and write down what they say. Repeat using more scenarios as time and interest allows.
6. Debrief:
 - Were there any challenges in the groups with reaching a group decision? What were they and how did you overcome them?
 - Regardless of what you were representing, violence or non-violence, did you have an immediate tendency towards one or the other? Which one? Why do you think that is? What could cause a person to do that?
 - Are there any similarities in the responses that were given in either category? Differences?
 - What was easier to come up with, a violent or non-violent decision?
 - What factors influenced your ability to decide?
 - Are there any examples in the world of how people have a tendency toward violence or non-violence?
 - What reason, if any, would people have to act non-violently?

Note: It is not necessary to use all of these debrief questions, but it is important that the participants think about why it is so easy to act violently, and what reasons they would have to choose to take the time to respond to situations non-violently.

Scenarios-Quick Decisions: Violence versus Non-Violence

- You are sitting in class and one of your classmates walks by you and knocks your book off your desk. What would be a violent/non-violent action?
- You've found out that someone who was supposed to be your friend has been telling other people about a problem you have been dealing with, which you consider to be private. You see this person after school in the hallway and there is nobody else around. What would be a violent/non-violent action?
- You are playing basketball and get tangled up with another player, lose your balance and fall down. The other player does not fall down, but gets hold of the ball. What would be a violent/non-violent action?
- You and your friends are standing outside of a store. The store owner comes outside and tells you that she doesn't want you to hang out in front of the store. You and your friends move away, but come back after the store has closed. What would be a violent/non-violent action?
- You have applied for a job and were told by the manager that he can't hire you because another person who works there had a problem with you in the past. You know who the person is and you see him in a parking lot later that week. What would be a violent/non-violent action?
- You and your friends see a group of kids spray painting racial slurs that apply to you on a wall in your neighborhood. You and your friends are very angry and want to do something. What would be a violent/non-violent action?
- A teacher reprimands you in class in front of your friends and you are embarrassed by it. What would be a violent/non-violent action?

SHELTER FROM THE STORM

Purpose: To work cooperatively towards a common goal

Time: 40-60 minutes

What you need: Lots of newspaper (a pile one foot high for each small group) and masking tape (one roll per small group)

How it's done:

1. Divide the participants into small groups.
2. Give each group a pile of newspaper, approximately one foot high, and a roll of masking tape. Explain that they must build a free-standing structure that the whole group can fit under. They have a few minutes to plan how they will do it, but once they start to build, they cannot talk.
3. Debrief by asking:
 - what it was like for each person
 - what they think the point was
 - what it has to do with real life
 - what gets in the way of working together
4. This is a good opportunity to explore leadership. Ask the questions in the beginning of this chapter (p.107). Try to bring out in the discussion the point that good leadership is collective.

Variation: You may want to build the scene by telling participants that they are on an island in the sun. Walls are not essential, but you need a roof to keep the sun out.

Note: If participants struggle for 40 minutes and are unsuccessful in making a shelter, they may feel disappointed, frustrated or have a sense of failure. Think ahead of time about how to deal with these feelings.

STEREOTYPES

Purpose: To examine the stereotypes participants have of others and identify the effects of stereotypes on themselves and others

Time: 30 minutes

What you need: Newsprint and markers

How it's done:

1. Ask participants to find a partner. Explain that this activity is like a word association exercise.
2. Ask one person in each pair to say, "Adults are . . ." Ask the other to quickly finish the sentence, saying whatever comes into his/her head.
3. Repeat this process 10 times, with one sentence quickly following the last. Reverse roles, and allow the other person to complete the sentence.
4. Bring the group back in a circle. Record on newsprint the words that came to their minds during the exercise.
5. Define "stereotype" as a group, or offer a definition: an oversimplified generalization about a particular group which usually conveys a negative image.
6. Review the list of responses and identify which of them are stereotypes.
7. Ask the participants if they can think of a real person who does not fit the stereotype.
8. Ask participants to brainstorm stereotypes of young people, and list them on another sheet of newsprint.
9. Debrief:
 - How do these stereotypes make you feel?
 - Does it matter if we stereotype? Why or why not?
 - Do stereotypes affect people's lives? How?
 - Can stereotypes ever be positive?
 - Can people benefit from some stereotypes?
 - How are stereotypes connected to violence?
 - Differentiate among stereotypes, prejudice, and discrimination. (See introduction to section.)

Variations: After using "adults" ask for the participants to complete the sentence using a different group. Adults are.... Teens are.... Girls are.... Boys are....., etc.

DEFINING PERSONAL SECURITY

Purpose: To increase understanding of what makes us secure.

Time: 1 hour if you use all the pieces

What you need: Big paper, writing paper, markers and pens

How it's done:

1. Have each person answer this question: When do you feel, or have you felt, most secure/ safe?
2. Have pairs come up with the top five words that describe SECURITY, that make them feel most secure.
3. Have the pairs join another pair, to make groups of four, and come to consensus on the top five once again. Have the groups of four join with another group of four to make groups of eight. (If the group is small, stay in groups of four.)
4. At this point, have one person in each group volunteer to create a freeze frame/tableau that represents "Security" to them by placing other people in positions (sculpting) without talking. Allow time for several people to set up their freeze frames. Then have the small group talk about and decide on one to present to the whole group.
5. Back in the big group, have each small group present their chosen sculpture (with the original sculptor directing in silence as before).
6. Discuss with the viewers after each sculpture:
 - How does the sculpture feel to the viewers?
 - What do the viewers think is happening?
 - Do you relate to it?
 - How does the group think the people in the scene feel?
 - Have the big group give a name to the sculpture.
7. After all the small groups have presented, develop a list of five things that create the most INSECURITY for young people today.
8. Have someone volunteer to direct a sculpture for the whole group, involving as many people as needed, to show "insecurity." At this point, ask if anyone has an idea of how to change the tableau from one that represents insecurity to one represents security, and invite him or her to sculpt the change, and/or enter the scene they have created. Offer several opportunities for change.

9. (Optional, time allowing) Have each person write a few sentences or a paragraph on his or her personal reflections on security/insecurity. Questions to address:

- Do you define security the same way the people who live with you do?
- The same way people in other cultures, other parts of the world would?
- Why or why not?

10. Do a go-round with each person addressing what a child needs most to feel secure. List these things on one side. On the other side of the page, list answers to "What is something we can do to address these things?" Ideas: Provide food, clothing, shelter, and educational opportunity for those that are needy, work to change laws that prevent people from being secure, un-learn racism, etc.

ACT LIKE A MAN, ACT LIKE A LADY!

Purpose: To identify how girls/women and boys/men are socialized to act in mainstream culture

Time: 45 minutes

What you need: Newsprint (2 sheets entitled "act like a man" and 2 for "act like a woman"); Markers, tape

How it's done:

1. Facilitators divide the participants into 4 (mixed gender) groups. Give each group one sheet of newsprint with "Act Like a Man," or "Act Like a Lady" written across the top and a large box drawn underneath. Leave room on each side of the box for groups to write additional lists.
2. Tell the groups to think about what it means to "act like a man" or "act like a lady" (depending on the gender at the top of their newsprint). In the box under the heading on your sheet, list the messages society gives us about this. What do we have to act like, look like, and dress like? What are we told not to do, to act like a man, or a lady? Think about what is said to you by adults, like parents or teachers: what do you see on tv, in advertisements, and in magazines?
3. Give the groups three minutes to generate their lists (most people come up with a lot of items in this short amount of time).
4. Go around and glance at groups' lists as they write. Be alert for common responses such as the following:

LADY: Be polite, be nice, don't hurt others' feelings, don't get angry, be quiet and soft-spoken, don't be athletic, be thin and graceful, always be available to listen, let the boy be in charge, don't have sex early in a relationships: wear high heels, skirts and dresses, wear makeup; appreciate flowers, turn down sweets, be on a chronic diet

MAN: Be tough, don't cry, play sports, be strong, attract girls, impress girls, be in charge, be in control, be aggressive, be independent, don't show your feelings, don't lose a fight, don't be vulnerable, wear baseball caps, carry a weapon.

5. When the groups are finished, tell the students, "Staying in your group, now list on the left side of the box what gets done to you if you don't act like a lady or a man. Meaning, how do people treat you? Then, on the right side of the box, list what gets said to you, the names you get called if you don't act like a lady or a man. In other words, what labels are placed on females and males when they don't act the way society tells them to act."

6. Ask the following questions:

- Why do you think boys are taught these things?
- Why do you think girls are taught these things?
- Why do you think girls and boys are taught these things about each other?
- Why do we hurt people who don't act the way society tells them to?
- How do people treat those who don't act the way society tells them to?
- How do people feel when they are physically attacked?
- What do people do to protect themselves once they are attacked?
- Why do you think we do this exercise by putting our lists in a box?

Further debrief by talking about how these cultural messages and expectations contribute to relationship violence.

- In 95% of cases of relationship violence, the abuser is male and victim is female. If you consider the cultural messages and expectations we talked about, why do you think this statistic is so high?
- Take a look at the "act like a lady" lists again. What are some contradictory messages females receive about how they are supposed to act with males?
- How do cultural expectations for people's behavior prevent us from naming certain behaviors as abuse?
- What might be some things we could say to someone who is realizing he/she is abusing his/her partner and thinks, "I am a terrible partner, what is my problem?"
- What might we say to someone who is realizing her/his partner is abusing him/her and thinks, "It is my fault."
- Being "in the box" is not negative in itself. Many people are really who they are when they act, dress, talk "in the box."
- What's negative is that we get punished for stepping out of the box, and that we feel pressured in different ways (by parents, friends, media, what other teens are doing) to behave in the box.
- Behaving in the box is safe: we protect ourselves from punishment (like name calling and other forms of abuse) by staying inside.
- We often get rewarded for staying "in the box" - think of women's beauty pageants and men's sports get more money and attention than women's sports, etc. Notice that we get abused or called names when, still being who we are, we choose to step out of the box.
- It's not okay, that in being ourselves, we are allowed to take in "in the box" qualities, but cannot take on other qualities that might be considered as "out of the box." Many of us have qualities that are found in both categories.

AFFIRMATIVE ACTION: THE CONTEST

Purpose: To notice that making things equal after a period of inequality does not level the playing field

Time: 30 minutes, depending on processing time

What you need: At least 20 very easy questions to answer

How it's done:

1. Students are divided into teams (at least 3). They are told that they will get points for answering questions. The teams are each trying to get as many points as possible.
2. Begin asking the questions. Continually choose members of team A to answer the questions. They will accumulate points.
3. Eventually, others will complain that you are not calling on their team. When they do, start rotating the team that answers, taking turns.
4. When all the 20 questions are answered, notice that team A has gotten the most points. (It should happen this way if the questions are really easy.)
5. Discussion:
 - Is it true that present "equality" doesn't make up for earlier "inequality?"
 - How is this like "affirmative action?"
 - Are there other ways in which greater equality could be arrived at?

ADJECTIVE NAME GAME

Purpose: To introduce a positive side of ourselves to others; To develop community

Time: 10-20 minutes, depending on size of the group

How it's done:

1. Ask participants to say their first name and a positive adjective that describes them. The adjective should start with the same letter or sound as their first name, as in "Caring Cathy" or "Awesome Alex."
2. Each person repeats the names of all those who went before, and adds his/her own adjective name to the list. The first person then repeats the adjective names of the whole group.
3. Ask participants to address each other with their adjective name throughout the workshop.

Variations: Being put on the spot to remember names, especially in a large group, can be stressful. To reduce the stress, the whole group can call out the names, or participants can say just the names of the three people who came before them.

Jack in the Box (p.70): Form a circle. Explain the directions: the first participant will say their adjective name and make a gesture (e.g. touch the floor, spin around) to go along with their name. The group will then repeat the name and mimic the gesture. Go around the circle until everyone has introduced themselves.

Notes: If a participant has difficulty coming up with a positive adjective, ask the group to help the person choose one

AFFIRMATION POSTERS

Purpose: To practice affirming others and to learn how others see us

Time: 30 minutes, plus free time and breaks. This activity takes 10 minutes to introduce, and 20 minutes to bring to a close. It should be introduced at the beginning of a session, so that participants have time to do it during breaks and free time.

What you need: Card stock (possibly with the HIPP logo and words "affirmation poster"); Markers

How it's done:

1. Give each participant a sheet of paper and a magic marker. Ask them to write their adjective name at the top and tape their posters up on the wall around the room or leave them on a spare table.
2. Instruct the participants to write affirmative statements on each person's poster. With younger people ask if they know what affirmation means. Emphasize the rules of the statements:
 - They can be signed or anonymous.
 - They can only be positive.
 - They should reflect something positive you have seen in the other person.
3. Close this exercise (at some later time) by asking each person to share something on their poster that is especially meaningful to them, and explain why it is so. This makes a good closing to the whole program.

Notes: This activity works best for mature Advanced HIPP or Training for Trainers workshops. If the people are not ready to affirm the entire group in this way, it can lead to awkward situations such as empty posters. Even with mature groups, there can be elements of a popularity contest; most people are very astute about who is more liked by others. Make sure that the group is well bonded before choosing this activity.