

# 3Generate Manifesto Resources

## Session Plan: Exploring Bullying



### **Important, before you begin:**

This session has been designed, as far as possible, to encourage full participation of all those in attendance. The facilitator needs to be aware that there is a danger of people being reluctant to contribute, perhaps because of previous experience of bullying. We would therefore recommend that you encourage the participants to respect one another – particularly confidentiality (where it doesn't infringe on good safeguarding protocol).

There is also a danger of some participants dominating the discussion if they have a lot to say. We therefore encourage you to circulate the discussion groups at regular points during the session and, during whole group discussions, use a 'speaking object' (such as a ball, talking stick etc.) to allow maximum opportunity for all to participate. At the end of the session, ask participants to write down any further comments and post these in a box so that all views will be 'heard' even if people do not feel confident verbalising their views in front of others.

Finally, there is also a risk that some people participating in this session will be upset by the topic under discussion. The sensitivity of the subject needs to be acknowledged at the start of the session and participants need to be aware of the different ways in which they can seek support to help deal with issues – both during the session and afterwards. Whilst it is important, as outlined above, that participants have equal opportunity to speak if they wish, this should always be optional.

**Approximate session time:** 1 hour, 15 minutes

**Suggested maximum group size:** 25

**Room arrangement at start:** Participants 'scattered' ready to be arranged in groups

**Resources needed:** laptop and projector with sound; flipchart paper; marker pens; few pens

### **Session objectives:**

By the end of the session, participants will be able to identify what they consider is bullying, where it occurs and how it affects victims and those around it. Participants will also decide to what extent they feel the Church addresses the issues surrounding bullying and what, if anything, they would like the Church to do.

**The session plan can be found starting on the next page.**

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Time	Activity	Resources
5 mins	<u>Welcome, introductions and opening prayer.</u>	
5 mins	<p><u>Group agreement.</u></p> <p>The facilitator runs through some ‘ground rules’/a group agreement regarding confidentiality (explaining that, if the facilitation team is concerned about a young person’s wellbeing, they cannot promise to keep secrets but that, otherwise, what is said in the room stays in the room), respect and allowing everyone an opportunity to speak/be heard.</p> <p>These should be displayed somewhere for all participants to see. Invite participants to comment on the ground rules/agreement and ask them if they would like to add any of their own.</p>	Flipchart/PowerPoint slide with ground rules/ agreement displayed for all to see.
15 mins	<p><u>What is bullying and where does it happen?</u></p> <p>Separate the participants into groups of four to five people and give each small group a piece of flipchart paper. Ask them to brainstorm answers to these two questions and then feedback to the rest of the group.</p> <p>Depending on your group, during the feedback and wider discussion, you might want to ask the question, “how would you react if a bully started attending your youth group?”</p> <p>If you are working with older participants (suggest 14+) then you might want to add in the question, “does bullying happen in church?” During the feedback and wider discussion you could ask the question, “do bullies go to church?”</p>	Flipchart and marker pens for each small group.
5 mins	<p><u>Definition of bullying.</u></p> <p>Display a definition of bullying for everyone to see and read it out. Make sure all the participants understand what it is saying and allow opportunity for questions, comments or even disagreements.</p> <p>Good definitions of bullying can be found on the following websites:  <a href="http://www.stopbullying.gov/what-is-bullying/definition">www.stopbullying.gov/what-is-bullying/definition</a>  <a href="http://www.gov.uk/bullying-at-school/bullying-a-definition">www.gov.uk/bullying-at-school/bullying-a-definition</a></p>	Flipchart/PowerPoint slide with definition displayed for all to see.

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15 mins	<p><u>How does bullying affect people?</u></p> <p>Visit the following website:  <a href="http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/signs-symptoms-effects">www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/signs-symptoms-effects</a> and, using the information provided, either create a list of the effects of bullying that can be displayed where all participants can see it (flipchart/PowerPoint slide) OR write each effect on to small cards – one set of cards for each small group of participants.</p> <p>In small groups ask the participants to choose what they think are the five most significant effects of bullying (if you have prepared cards for the groups, ask them to arrange these in their ‘top five’).</p> <p>Feedback to the wider group, allowing for (respectful) comments and disagreements.</p> <p>Alternatively, if working with older participants, you may want to run this exercise as a whole-group activity, using a ‘speaking object’* to encourage people to share personal experience of the effects of bullying.</p> <p>*A speaking object is an item (such as a stick, a ball or a toy) that can be passed around a group. A participant is only allowed to speak if they are the one holding the speaking object. You could pass the object around one by one (although people should be allowed to opt out of speaking) or an individual can request the speaking object by raising their hand if they feel they have something they would like to say.</p>	<p>Flipchart/PowerPoint slide with definition displayed for all to see.</p> <p>OR</p> <p>Pre-prepared sets of cards, each card containing a different effect of bullying.</p> <p>If working with an older group, you might also want a ‘speaking object’*.</p>
15 mins	<p><u>How does the Church help those affected by bullying?</u></p> <p>Back in small groups, ask participants to discuss the following two questions:</p> <ol style="list-style-type: none"> <li>1) How does the Church help victims, bullies and bystanders of bullying?</li> <li>2) What more would you like to see the Church do?</li> </ol> <p>Feedback to the wider group.</p>	<p>Flipchart and markers for recording responses.</p>

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5 mins	<p><u>3Generate Manifesto</u></p> <p>As a whole group, look at what has been said in the most recent 3Generate Manifesto(s). You might also want to look at the 'Ideas for Exploring Bullying' resource that was produced to go alongside the Manifestos and this session plan. This can be downloaded from the Manifesto pages of the website:  <a href="http://www.methodist.org.uk/mission/3generate/agents-of-change/manifestos-and-resources">www.methodist.org.uk/mission/3generate/agents-of-change/manifestos-and-resources</a></p> <p>Ask participants to discuss what action they would like to take on this issue – as individuals, as a small group and/or as a church.</p>	<p>Copies of the most recent 3Generate Manifesto and (optional) copies of the 'Ideas for Exploring Bullying' resource.</p> <p>Flipchart for recording feedback.</p>
5 mins	<p><u>Closing devotion.</u></p> <p>Remind participants we are all beautiful, unique, loved by God (you may want to support this with a Bible reading, such as Psalm 139). Show the video for Christina Aguilera's song, 'Beautiful', inviting silent reflection on the fact everyone is valuable.</p> <p>The YouTube clip of the song can be found (at the time of publishing!) here:  <a href="http://www.youtube.com/watch?v=eAfyFTzZDMM">www.youtube.com/watch?v=eAfyFTzZDMM</a></p> <p>You might also want to watch the poem, 'Living One Within the Broken Heart of God', which was specially commissioned for 3Generate 2015 to support the event theme of 'Wonderfully Made'.  <a href="http://www.youtube.com/watch?v=C4EM3dqeFss">www.youtube.com/watch?v=C4EM3dqeFss</a></p>	<p>Laptop and projector with sound to show video clip (which will either need to be downloaded ahead of the session or will require an internet connection to show).</p>
5 mins	<p><u>Farewells!</u></p> <p>Remind participants of the places they can go for further support following the session. Explain what you will do with the comments/feedback received during the session.</p> <p>Don't forget to allow people a means of offering their feedback/comments in a written form if they felt unable to speak up during the session.</p>	<p>A means of collecting written feedback/ comments from participants.</p>