



Bullying is Never Okay

Ages 5-8

Total Time: 1 Hour

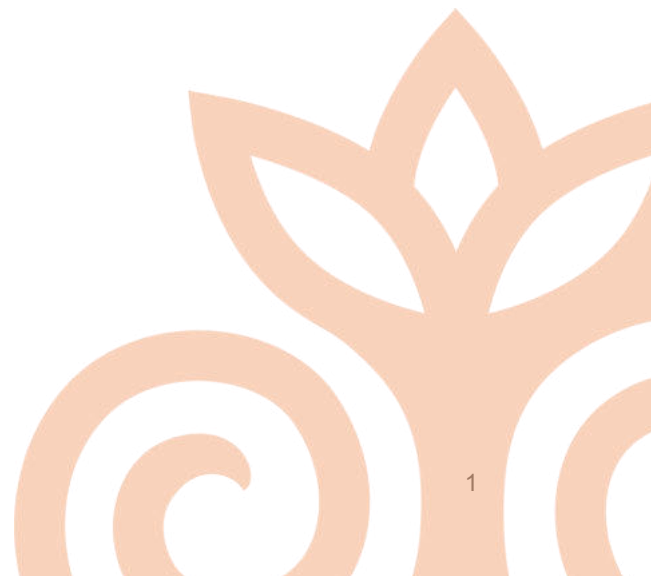
PART 1: Icebreaker

PART 2: Dealing with Bullying

PART 3: Stand Together against Bullies

PART 4: Follow-Up Activities

ANNEXURE 1: Evaluation





Part 1: Icebreaker

Time:

10 Minutes

Objective:

Participants will gain a brief introduction to the concept of bullying.

Materials:

- Puppet/doll/stuffed animal

Techniques:

- Ice Breaker
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TRAINER INSTRUCTIONS:

1. Begin by asking the group if they know what bullying is. Explain in simple terms such as bullying is when someone does something on purpose to make you feel bad or sad, or to hurt you, and it's hard to make them stop.
2. Introduce the puppet/stuffed animal by name (eg Deepali). Tell the group that something happened to Deepali and she's not sure what to do. Make the following statements and after each, ask "Is this bullying?"
 - Someone took Deepali's, biscuit again today at lunch and won't give it back. They just laughed at Deepali.
 - Someone was telling all of their friends to stay away from Deepali because they didn't like the way she dressed or wore her hair.
 - Someone hit her on purpose while playing games, and when Deepali cried, they just walked away and called her stupid.
3. Ask the group how they think these things make Deepali feel. Then ask how it would make them feel.

4. Tell the group that they are going to learn about bullying today and how to deal with a bully.



Part 2: Dealing with Bullying

Time:

20 Minutes

Objective:

Participants will learn and practice strategies for dealing with bullying.

Materials:

- Puppet/stuffed animal

Techniques:

- Group Discussion
 - Role Play
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TRAINER INSTRUCTIONS:

1. Ask the group who they think gets bullied. Does the short girl get bullied? Does the tall girl get bullied? Does the light skinned boy get bullied? Does the dark skinned boy get bullied? Could anyone in this room get bullied? Do older kids get bullied? Do adults get bullied?
2. State that anyone can get bullied, but no one deserves to get bullied. Check in with the group to ensure that they believe this statement.
3. Invite the group to share their thoughts on why kids bully.
 - Examples include: some are looking for attention and showing off, sometimes it makes them feel more important when they hurt others, some just don't know how to deal with their feelings and take them out on others
4. Inform the group that sometimes a child can be a bully one day, but be bullied the next day. It is important to note that bullies are people too, they just have issues that they

don't know how to handle. Bullies don't have to be bullies all the time, or all their lives if they learn to deal with whatever issues they are facing.

5. Ask what Deepali (and they) should do about bullying. Generate ideas from the group, but then limit the options to only 4 or so at this age so it's not so overwhelming:
 - Ignore the bully – pretend you didn't hear them. Don't even look at them.
 - Walk away – go to a place where an adult is present.
 - Develop a plan with the adult about how to respond to the situation.
 - Don't keep your feelings inside and just hope the bullying will go away on its own. Tell a teacher, your house parent, your social worker – any trusted adult.
6. Use the puppet/stuffed animal to role play bullying situations as listed below, where you (or an older child) hold the puppet and the group tells it what to do.
7. Think back to the bullying scenarios discussed earlier (listed below) and role play as described. After each role play, ask "How do you think Deepali will feel when she ignores the bully? How do you think the bully will feel?"
 - Someone took Deepali's, biscuit again today at lunch and won't give it back. They just laughed at Deepali.
 - Someone was telling all of their friends to stay away from Deepali because they didn't like the way she dressed or wore her hair.
 - Someone hit her on purpose while playing games, and when Deepali cried, they just walked away and called her stupid.
8. Ask the group if they feel like they could do what they were telling Deepali to do. Discuss any concerns and answer questions.
9. Now ask what Deepali (and they) should do if she (they) sees others being bullied. Include:
 - Teach your friend what you have learned about dealing with a bully
 - Support your friend – let them know you are there for them
 - Encourage your friend to tell a trusted adult. If your friend is in danger, you should tell an adult immediately.
10. State that if they stand together with their friends against bullies, the bullies will not get the power and attention that they want, and eventually they will stop bullying.



Part 3: Stand Together against Bullies

Time:

20 Minutes

Objective:

Participants will create an art project to illustrate the concept of standing together against bullies.

Materials:

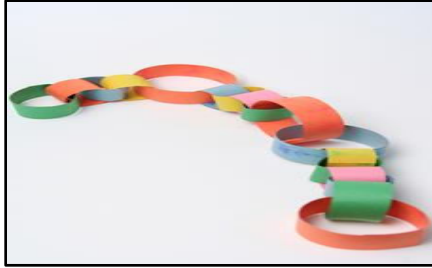
- Strips of colored paper
- Markers
- Stapler
- Annexure 1: Evaluation

Techniques:

- Art Activity

TRAINER INSTRUCTIONS:

1. Explain that the group is going to create a paper chain showing how they will all stand together against bullying. Remind them that when bullies don't get the attention they want, they eventually stop bullying. If the group stands together with their friends, they can have an impact on bullying.
2. Provide strips of colored paper and markers, and invite the children to write their names or draw a picture on the strips of paper. When finished, create a paper chain by stapling the papers together, as in the photo below. Display in a prominent place.



3. Distribute Annexure 1 and ask the participants to complete the evaluation form. Collect their feedback and include it in your Trainer Report.



Part 4: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice what they have learned.

Materials:

(Depending on Option Selected)

Option One:

- None

Option Two:

- None

Option Three:

- Poster Paper
- Craft supplies

Option Four:

- None

Techniques:

- Applying learning to daily life.

TRAINER INSTRUCTIONS:

1. Select from one of the following activities to reinforce what the children have learned in this unit.

Option 1: Is it Bullying? –

1. Review the concept of bullying with the group.
2. Tell the group that you are going to make a statement about an action (see #3) if they decide if it is bullying or not. They should move to the right side of the room if they think it **is** bullying, and the left if it **is not**.
3. Discuss why they chose the side that they did, and resolve any disagreements if needed.
 - Making fun of somebody's looks
 - Chasing away younger kids when they want to play on the swings
 - Accidentally bumping into someone in the hall
 - Calling people names because of the color of their skin
 - Making the other kids play the game your way
 - Teasing someone about the clothes they wear
 - Telling someone that the hat he's wearing doesn't look good on him.
 - A group of kids won't let you sit with them at lunch even though there's room.
 - Telling someone that they're not being nice.
 - Joking with people by "putting them down"
4. Explain that sometimes it is hard to know what is or is not bullying. Often, actions start out just being fun, but at some point may actually turn into bullying. If you're not sure if something you've done has turned into bullying, stop and think and ask yourself these questions:
 - Are my actions or words hurting someone else's feelings?
 - Are my actions or words hurting someone else physically or making that person feel afraid?
 - Would I want someone else to do this to me?
 - Am I unfairly taking my anger out on someone?
 - Am I trying to control someone against their will?
5. Invite participants to share if they now realize that something they have done could actually have been bullying. How could they have handled their feelings differently?
(**Trainer Note:** Be prepared to share a personal story to get the discussion started)

Option 2: Letter to a Bully –

1. Tell participants that as a group you are going to “write a letter” to an imaginary bully.
 - You will tell the bully what they are doing that you don’t like, why you don’t like it, and how you want the person to behave instead.
 - Decide on an imaginary bullying scenario, and ask the children to dictate their thoughts to you that they would like to share with the bully. It is not necessary to actually write the letter since the children’s reading/writing skills are basic; just gather the thoughts that they would like included in the letter.
2. Explain that this exercise helps them to think about how bullies make them feel, and gives them an opportunity to share those feelings, even if it is just an imaginary letter.

Option 3: Bullying is Never Okay Posters –

1. Children may work in groups or individually while creating posters with anti-bullying messages.
2. Review the concepts they learned in the bullying unit, and discuss the meaning of the following statements with the group:
 - Be a buddy, not a bully
 - Stand up, stand strong, stand together
 - See something, say something
 - Bullying stops here
3. Distribute paper and art supplies and invite the children to pick one of the statements from above, or they may come up with their own.
4. Ask the children to create a poster by drawing a picture that represents their statement. While the children are working, the trainer can be facilitating discussion around bullying, what it is, what to do about it, children’s experiences with it, etc..
5. When the posters are finished, invite the children to share theirs with the group. Hang posters in a prominent place.

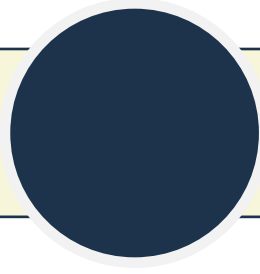
Option 4: Bullying Examples in Cinderella –

1. Review the concept of bullying with the children.
2. Tell the children that they will be viewing the story of Cinderella and then discussing her experiences with bullying.
3. Show the video in the appropriate language.

- <https://www.youtube.com/watch?v=z5UI2yU3f1c> – 12 minute video in Hindi
- <https://www.youtube.com/watch?v=4x8Nu2PYUUo> - 12 minute video in Malayalam
- <https://www.youtube.com/watch?v=-R1h6KcGAv8> - 12 minute video in Telugu
- https://www.youtube.com/watch?v=ABIVk_oPduE – 12 minute video in Tamil
- https://www.youtube.com/watch?v=JA_sIDiG45c – 12 minute video in Kannada
- <https://www.youtube.com/watch?v=M6Bm2t-oH6s> – 12 minute video in Marathi
- <https://www.youtube.com/watch?v=xnAVUMw3EqM> – 12 minute video in Bangla

4. Facilitate discussion around the bullying Cinderella experiences:

- Who bullies Cinderella?
- What are some examples?
- How does Cinderella feel?
- How does she respond to the bullying?
- Can you think of other ways she could have responded?















Annexures
Bullying is Never Okay
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ANNEXURE 1: Evaluation





Annexure 1: Evaluation

Unit 18 – Bullying is Never Okay	 Liked It	 It was OK	 Didn't Like It
Part 1: Icebreaker			
Part 2: Dealing with Bullying			
Part 3: Standing Together against Bullies			
Overall Score	