



## Youth Inclusion Workshop Guide: Responding to Bullying

**Workshop Description:** This workshop guide includes information and practice for addressing issues of discrimination, harassment, and bullying among youth. The skills needed to be able to respond to bullying among youth include identifying bullying behaviors, responding appropriately and in a consistent manner to those behaviors, and incorporating bullied youth in program activities.

**Preparation Time:** The designated preparation time for this workshop is approximately 15 to 20 minutes. This time should include reading background information on the Youth Inclusion Training website and in this workshop guide, collecting materials, and gathering any additional information you may need.

**Instruction Time:** It will take approximately 1 hour to complete all activities within this guide.

**Material List:**

- Construction paper.
- Markers and pens.
- Two large blank sheets of paper or whiteboard space.

**Preparation Instructions:** You should read the content related to this topic on the Youth Inclusion Training website, specifically the content related to Supportive Adult-Youth Relationships. In addition, you should review the background information in this workshop guide and any others related to this topic (e.g., Using Relational Strategies, Developmental Levels and Inclusion, etc.). In addition, gather all necessary materials and familiarize yourself with the workshop guide.

### **Knowledge: Understanding Strategies when Responding to Bullying**

Bullying is any aggressive behavior (physical, verbal, emotional, or relational) that involves an imbalance of power, whether real or perceived,<sup>55, 57</sup> and should not be tolerated in youth programs.<sup>26, 8</sup> The program and the program staff need to be positioned to address this behavior.

Programs should be developed with clear rules and procedures that leave little uncertainty for how to respond to and address bullying behavior. The systems should require documentation of incidents, details on how they were addressed, and plans to prevent such incidents in the future.<sup>21</sup> Information about these rules and procedures should be clearly communicated to parents and youth to ensure everyone understands what behavior is not acceptable.<sup>21</sup> As part of ongoing professional development training, youth program staff should learn how to respond to victims of bullying, specifically how to listen to the entire story and respond with intention rather than singling out one bully-victim pair, which can sometimes set the victim up for more bullying.<sup>21</sup>



Program staff have a responsibility to act to promote the safety and well-being of all youth. Youth program staff's responsibility is to follow these rules and procedures to maintain the safety and well-being of the youth in the program. To be proactive, staff should educate youth about the impact of bullying in one-on-one or large group settings<sup>25, 21</sup> and develop programs that include all youth, especially those who see themselves as different due to social class, ability, sexuality, gender identity, citizenship, race, ethnicity, or culture. This type of programming helps limit bullying potential by facilitating positive peer interactions through activities.<sup>48, 36</sup>

### Objectives:

- Learn about the different types of bullies.
- Understand the interplay between bullies, bystanders, and victims.
- Understand the role youth program staff play in bullying situations.
- Understand the impact of youth program staff role in bullying situations.

### Introduction (5 to 7 minutes):

- Describe the topic of bullying including a definition of what bullying is and the importance of being able to not only recognize bullying but respond to it in a consistent manner.
  - What to say: "Today we are going to talk about how to support youth by providing a consistent response to any sort of discrimination, harassment, or bullying. By the end of today, you will be able to identify when bullying is occurring and how to respond to it in a consistent manner. You will also learn how to include bullied youth in the program and facilitate positive youth interactions."

### Prior Knowledge (5-7 minutes):

- Ask the staff describe what they know about how to respond to bullying.
  - Record staff responses on a large sheet of paper or a whiteboard.
- Ask the staff what they want to know about how to respond to bullying. This can either be what staff want to know about how to identify bullying, respond to it, or educate youth about its impact.
  - Record staff responses.

### Activities:

#### Activity: *Types of Bullying* (15-20 minutes)

- Describe the *Types of Bullying* activity:
  - What to say: "This activity is designed to identify the different types of bullying mechanisms in order to properly recognize if youth are being bullied."
- Lead the *Types of Bullying* activity:
  - Next say, "There are three main categories of bullying: Direct (which includes physical and verbal bullying), Indirect (which includes social and relational bullying) and Virtual (which includes electronic or cyberbullying). For this activity, we are going to split into three groups. Each group will have a sheet of poster paper with a type of bullying written on the top. You should first come up with a definition of what that type of bullying means and then some examples. Write your responses down."



- Come back together as a large group and have each group share what they wrote.
- *Instructor Note: It may be helpful for the discussion to have a set of definitions ready for the three types of bullying.*

### **Activity: Responding to Bullying Roles (30 minutes)**

- Describe the *Responding to Bullying Roles* activity:
  - Say to the group, “This activity is designed to help you as program staff define, identify, and discuss difficult issues when it comes to bullies, bystanders, and victims. As youth program staff, you play a pivotal role in eliminating bullying by knowing how to recognize, intervene in, and prevent bullying from occurring in the future. Program staff show support to youth through their consistent response to inappropriate language, behavior, and bullying.” For your reference:

**Bullying:** Unwanted, aggressive behavior that involves real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time (What Is Bullying, n.d.).

**Bystander:** Someone who is present but doesn’t take part in or intervene in a situation.

- Ask staff to find someone in the room (Partner 1). Have these pairs share their definition of *bullies*. Once the pairs have defined amongst themselves what a bully is, have them discuss the means by which individuals bully others. Before proceeding, make sure each pair has reached a shared definition of *bullies*.
- Ask the staff to find a different person in the room (Partner 2). Have these new pairs share the definition of *bullies* from their first partnership.
- Ask staff to find someone in the room (Partner 3). Have these pairs share their definitions of a *bystander*. Time permitting, have staff provide examples of what they think a bystander is. Before proceeding, make sure each pair has reached a shared an agreed upon definition.
- Ask staff to find a different person in the room (Partner 4). Have these new pairs share the definitions of *bystander* they each brought from their first partners. Then, have these new pairs exchange stories of incidents in their lives where they witnessed bullying and acted as a bystander. If staff cannot think of an incident they witnessed, they can also share one they saw on TV, read about in the newspaper, or a hypothetical example.
- Ask each of these pair (Partner 4) to also discuss and identify three reasons why a program staff may act as a bystander and/or which individuals tend to be bullied within a program.
- Have staff find another partner (Partner 5) and have these pairs share their definition of a *victim* of bullying. Again, have staff share examples of who a victim may be or discuss why a victim may be targeted.
- Find a final partner (Partner 6) and again share what was discussed regarding *victims* in the staff’s previous partnership.
- Come back together as a large group to debrief on 1) the variety of reasons bystanders do not act, 2) who tends to be bullied within a program, and 3) how staff can prevent



bullied youth from being isolated within a program. Write the responses and common themes from this discussion on a poster-sized piece of paper to hang in the room.

**Reflection and Recap (5 minutes):**

- Return to the staff’s responses gathered at the start of the workshop (see Prior Knowledge activity). Ask the staff what they learned during the course of the workshop and record the information on the same paper or a new blank page if there is no room. Draw attention to topics that were on the list generated earlier, new topics, and questions that were answered.
- Ask follow-up questions, such as “What part of the activity made you realize that?”

**Resources:**

None

**Sources:**

Footnotes in this document can be found as references within the Youth Inclusion Implementation Guide at [http://reach.umn.edu/inclusion/pdf/Youth\\_Inclusion\\_Implementation\\_Manual.pdf](http://reach.umn.edu/inclusion/pdf/Youth_Inclusion_Implementation_Manual.pdf)

What Is Bullying. (n.d.). Retrieved from <https://www.stopbullying.gov/what-is-bullying/index.html>

The *Responding to Bullying Roles* activity was adapted from a resource listed on the stopbullying.gov site. This resource, “A Guide to the Film BULLY: Fostering Empathy and Action in Schools,” was contributed by Facing History and Ourselves. Retrieved from [https://www.facinghistory.org/sites/default/files/Discussion\\_Strategies.pdf](https://www.facinghistory.org/sites/default/files/Discussion_Strategies.pdf)