

Activity 4: Handling Bullying Problems 1hr

1 This activity should be run by the Guidance Counsellor. The policies and procedures for handling bullying incidents in the school are explained to the group. (refer to ***Kia Kaha in Your School – a working booklet for secondary schools*** for options.) The role that peer leaders can take in this process should be clearly explained. Trainees are offered the opportunity to ask questions.

2 Trainees work with the **Reports of Bullying** given below to practise deciding how to handle bullying incidents. This could be done as a whole group, in pairs or small groups. As suggestions are given, the Guidance Counsellor comments on their suitability.

Reports of Bullying

1 Yesterday when I was at the canteen I got told that because of my race I had to wait for the others to be served. *What can I do?*

2 I keep getting emails from someone I don't know that threaten me and make me feel unsafe. *What should I do?*

3 I am the only person in my class who wasn't invited to a party last week. I'm always left out. *What can I do?*

4 I am quite heavy for my age. People tease me and won't be friends. They assume I'm lazy and eat too much. I'm depressed. *Where can I get help?*

5 Sean, Damion and Eddie are older than me and they are making my life a misery. Whenever they pass me they punch or trip me up. They've damaged my bike and stolen my sports gear. If I tell, they say they'll beat me up. *What can I do?*

6 I'm quite good at French and when I get asked to speak by the teacher, a group down the back roll their eyes and make comments. I feel like not speaking French at all. *Suggestions, mon ami?*

As a general rule, the process of involvement for the peer leaders should be:

Step 1 You are made aware of the bullying incident by some party involved.

Step 2 Support, Assure and Discuss.

Step 3 Refer to appropriate person defined in the policy, or suggest solutions.

Step 4 Follow-up.

Activity 5: Personal Safety

20 mins

This session should be run by the Guidance Counsellor. Brainstorm with the group possible difficulties that might arise for the peer leaders themselves, as they work to help eliminate bullying in the school.

Ask: *How are you going to look after yourselves?*

Discuss the group's suggestions, and ensure that they understand the following:

As a peer leader you should:

- Restrict your involvement.
- Try not to get personally involved.
- Seek assistance or guidance from appropriate people.
- Redirect those involved to appropriate people.
- Respect confidentiality. We suggest 'I will seek advice without naming you and I will get back to you as soon as possible.'
- Find a suitable person you trust to discuss your own concerns with.



The Role of Peer Support in Kia Kaha

PUB-L159



Rationale

If the school is already running a successful peer support programme, these senior students can play an important role in helping the school implement the whole school approach to eliminate bullying. This role could include:

- advocating for the whole school approach;
- assisting to develop and carry out the school year plan;
- providing good role models as caring, supportive students who value and respect others;
- encouraging students to report bullying to them;
- supporting those involved in a bullying incident;
- facilitating Bank Activities with junior students;
- providing guidance on where to get further help.

Alternatively, a group of Year 12 students could be trained as specific **Kia Kaha** peer leaders.

Peer Training Package

Focus

A one day training programme which could be added to existing peer training, or used to train specific **Kia Kaha** peer leaders.

The Activities

Activity 1: Role Models

20-30 mins

This session could be taken by the **Kia Kaha** Co-ordinator.

Welcome students and explain the purpose of the training.

Brainstorm with the group a list of qualities that they think they should model for students, if they are to help create a safe school. The list would include such things as being supportive, caring, respecting difference, being a good listener...

Put students into small groups. Ask each group to choose one of the qualities and to prepare a roleplay set in the school situation to demonstrate this in action. After each role play:

Ask: *What would younger students learn from this?
Would you find it hard to behave like this at school? Why or why not?
How can you support each other in this behaviour?*

Ensure that trainees understand the **Kia Kaha** whole school approach to bullying that the school has adopted, and are familiar with the concepts that underpin the programme. (See **Kia Kaha in Your School – a working booklet for secondary schools** page 7)

Activity 2: Facilitating Groups

30-60 mins

Put students into small groups and ask them to list the skills a good facilitator would need. Take reports and build up a list of skills on the board. The list might include such things as encourage participation, build on positive responses, value all contributions, listen carefully, refocus the group if necessary, summarise or give feedback, keep the group on task.

Ensure that students understand these skills. It may be necessary to teach skills that the group is unfamiliar with.

Activity 3: Practising Facilitation

2-3 hrs

a) The facilitator chooses one of the Bank Activities (see **Our Place – Activity Bank**) and facilitates it with the group.

Ask: *What things did you like about this facilitation style? Why?
What would you have done differently? Why?*

b) Put students into small groups. Each group prepares and runs all or part of one of the shorter Bank Activities, with the rest of the group. Although time may not permit every group to run their whole activity, each group should have an opportunity to practise some facilitation.

Ask the facilitators:

*How well do you think you facilitated this activity?
Give reasons for your answer.
What would you change next time?
What do you think went really well?*

Ask the participants:

*Did you enjoy this activity? Why or why not?
Do you think it was well facilitated? Why or why not?
What do you think the facilitator should have done differently, and why?*

