



## Class on the prevention of bullying

Guideline for having a conversation with the youth to back up a video and a PP -presentation



# Working group:

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# The MARK – class on the prevention of bullying

The MARK -class is about bullying among youth and prevention of bullying. As we put things into words, intervene and talk about the subject together with the youth, we build mutual trust. This guideline will provide extra tools to support a conversation with the youth in the MARK -prevention of bullying class. In addition to the guideline, a video and a PowerPoint -presentation will be shown to the youth. The class can be used both in schools and in leisure time activities. Fifth- through ninth-graders are the target group.

The class material has been produced in cooperation by youth preventive social work with substance abusers Klaari Helsinki, Valopilkku support and counseling center on bullying, managed by Harjula Settlementti registered association, and Esko school of performing arts in Espoo. Filming and editing was done by Luuppi Media of Helsinki city youth services.

## The objective

The objective is to encourage the youth to talk and reflect on what they could do, so there would either be no bullying, or that it would stop: how to discontinue the silence and bravely intervene in bullying?

## Schedule

- Watch the MARK -video together with the youth: approx. 15 minutes
- Dealing with the themes on the video and discussion: at least 45 minutes, when using activating exercises at least 90 minutes

## Activating exercises

Activating exercises can be employed to support the discussion and for deeper reflection. All activating exercises are simple and easy to carry out. The exercises might make the youth nervous, if they have no prior of experience in something similar. For this reason it is important for the youth to feel safe as they state their opinions, or do improv and use their body language. The main thing is that no one in the group ridicules anyone's performance. Doing the exercises should be encouraged, but no one must be forced to do them. Trying out the improv pays off – many youngsters may get excited and get more involved.

If the youth, however, are not excited about the exercises, you can go back to having just a discussion. If there is bullying in the group, or the youth are on bad terms with each other, it is recommended you stick with the discussions. Since the time is limited, the teacher can carry out only some exercises based on the video themes.

## You should use

- **No/Yes -claims** can be used in the discussion with all groups. "Yes" is a thumbs up and a "no" is a thumbs down. "I don't know what to say" is a horizontal thumb.
- **Couples- and group discussions** should be used to reflect on things.

# The structure of the class: video and pp -show with exercise

1. **Video (15min)** to be watched together. <https://youtu.be/DHaSsR2j4L0>

2. a) **Short group chat (5–7 min)**, during which the youth may share their thoughts on what they have seen on the video. Ask each group to tell what is on their mind and was their something familiar and recognizable in the video situations.

## Alternatively

2. b) **How many stars would you give to the video? (5–7 min)** After the video, ask how many stars they would give it. The number of stars can be shown with fingers. Five is the maximum. After the stars have been counted, you can ask the youth what their reasons for the ratings were. Finally you can tell what the average rating was

## 3. Start the PowerPoint -show

**Slide 1. Title slide**

**Slide 2. Bullying leaves a mark**

**Slide 3. Peer pressure and formation of cliques**

- Explain what a clique means (a group of similar-minded people, which doesn't easily allow people in).
  - Talk together about what kinds of different cliques may exist and how you usually spot one.
- Explain what peer pressure means ( a person's need to act like how people usually act in the group, or what is expected from a group member)
  - In what types of situations can you face peer pressure?
  - Have the youth experienced peer pressure in some situations?

**Slide 4. Positive or negative peer pressure?**

**Slide 5. Different roles within a group**

- Explain what GOOD interaction means.
  - How does good interaction work and how can you spot it?
- You can ask the youth to reflect on the questions on the slide.



### A tip!

You can come back to the questions later. You can also ask the students to reflect on things at home.

## Activating exercise (optional)

### Being left outside a group (5-10min)

- Form a big circle, in the middle of which a volunteer can go to on his/her turn. Everyone turns their back on that person in the middle and stops answering the person's hellos or questions.
- A question: How did you feel being left outside? What are your wishes?

**Slide 6. Roles in a bullying situation**

- What could be the reason, if someone is bullying you?
- What can the bully's assistant do? (The assistant can lie on behalf of the bully, for example at a hearing.)

**Slide 7. Roles in a bullying situation**

- 1 A person can be both bullied and a bully.
  - What tips could you give to a bystander to encourage him/her to intervene?

**Activating exercise** (optional)

**Negative and positive statue (10 min)**

- First you create a negative statue, "an image" of students at a video scene, where bullying takes place. After this, you edit "the image" by changing the expressions and poses of the statue, so that no bullying would take place.
- The main question is what should change in the image, to have no bullying in the situation. (The pose, the place, expression or a gesture.)

**Slide 8. Silent bullying**

**Slide 9. Exclusion from a group**

- Explain the term power relationship (someone has power over somebody and causes this person to do things on his/her own behalf.)
  - Was this the first time, that the youth was excluded? What was the reason? What can happen to a young person, if they are continuously excluded? (Loss of self-esteem, feeling of worthlessness, isolation.)
  - What kinds of roles did you recognize in the group?
  - In the movie and pictures a young person is sitting by him/herself. Is that person a part of the group? What is this person's role?

**Slide 10. Words, emojis and likes can hurt**

**Activating exercise** (optional)

**What was the situation supposed to be like? (10 min)**

- Choose a bullying situation from the three examples on the video.
- Create a small scene (or a statue/"image"): how should the situation proceed to have no bullying?

**Slide 11. Defining and labelling others**

**Slide 12. Who would intervene in bullying?**

- Mitä videolla tapahtui? Mitä erilaisia rooleja tunnistit? (Äidin rooli, opettajan rooli, luokkakavereiden rooli).
- Millainen tunnelma luokassa oli? Miksi?
- Olisiko joku voinut puuttua kiusaamiseen? Kuka?
- Mitä olisi voinut tapahtua, jos joku olisi muuttanut käytöstään tai toiminut toisin? Mikä olisi silloin ollut lopputulos?
- Miten kiusatulle voi osoittaa tukea? Miten kiusatuksi joutunutta voisi auttaa?
- Miten muuttua sivusta seuraajasta tai hiljaisesta hyväksyjästä kiusatun tukijaksi?
- Onko toisen puolustaminen vaikeaa? Miksi kiusatun puolustaminen voi tuntua vaikealta?
- Mikä voisi auttaa, että uskaltaisi puolustaa kiusattua?

### Activating exercise (optional)

#### What would I think, if I was in the role of laughing students, a teacher's or a mother's role? (10 min)

- The class instructor asks, for example, what a mother would think in the situation. (The instructor places his/her hand on a student's shoulder and the student can speak aloud what the role character in question would say.)
- Switch roles and the instructor will ask again, what the role character in question would think in that situation.
- Was the perspective changed? Did you get clarity as to why some people behaved in a certain way?

#### Slide 13. How can you help the victim?



##### A tip!

You can give title question to the group to write about or to reflect on independently.

#### Slide 14. How to act with a bully, if you want to make a positive impact?

### Activating exercise (optional)

#### Separate instructions for bullies and the bullied persons (10 min)

Supplies: pieces of paper and pencils

- The students will write instructions anonymously on different colored pieces of paper, for example, red pieces of paper for bullies and blue ones to the bullied persons.
  - What advice would you give, if someone was bullied, or somebody's friend was bullied?
  - What would you say to the bully?
- What is the most natural way for you to act or intervene in injustices?
- The class instructor will read some of the pieces of paper aloud. Discussion.

#### Slide 15. What kind of a mark will you leave behind?

Finally: What do we learn from this?

### Alternatively

- Everyone will tell what the shared theme class taught them.
- Everyone will express with a single word what the class was like.
- By the distance between their hands, everyone will show how interesting or necessary the class was, or with their thumb: was the topic important.
- Did you get new ideas? You can ask the students to share them.



##### A tip!

You can give a home assignment by telling the students to write under the title: "What kind of a mark will I leave behind?"

The themes under discussion may stir up all kinds of emotions and thoughts in the students. Tell the students how adults will intervene in bullying and what kinds of things are being dealt with in your community. Tell them also who to turn to, if the student sees bullying, is concerned about a friend, or is being bullied him/herself. After the discussion on the theme, it is good to monitor what kinds of impacts the Mark -class had on the group and the dynamics between the group members.

**The source for slide 13: points 1–4 adapted according to Tukioppilaan opas, The Mannerheim League for Child Welfare**

**What kind of a  
mark will you  
leave behind?**

