

MODULE 2 RELATIONSHIPS

Exploring positive and negative relationships

2.3 Bullying situations

Aim

To better understand bullying behaviours and explore the feelings and impact of bullying.

Resources

Variety of photocopied sheets with a bullying scenario cartoon with empty speech and thought bubbles on each one. (see appendix for samples)

Challenge

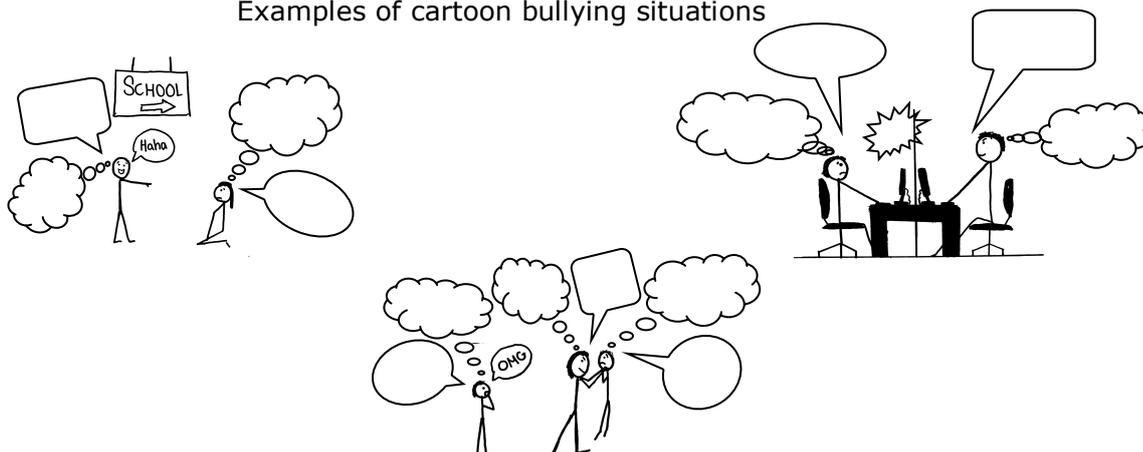
Stage 1 - In a group setting distribute the cartoon sheets and encourage participants to fill in the speech and thought bubbles in as many sheets as they can. Highlight at the beginning that there are thought as well as speech bubbles for each person to consider and compete. Support and lead the discussion based on the results obtained.

Now ask the participants to think of one particular situation they have either witnessed or experienced and draw this in very simple form using stick figures for example.

Stage 2 - Compile and photocopy the cartoons created by participants at the end of stage 1 and add empty speech and thought bubbles if not already in place. Now repeat the exercise and support and lead the discussion based on these results. Complete the exercise by discussing the positive choices they can identify for dealing with bullying situations in the future.



Examples of cartoon bullying situations



Notes

This exercise is best worked over two sessions. Some group members who have been affected by bullying can find this exercise quite challenging and difficult as it can invoke negative memories and feelings. It is advisable to have a higher ratio of available adults when running this activity to sensitively support members when it is required.

Comments

Some of our group members found it a lot easier to write down their thoughts rather than to discuss them initially in a group situation—this process enabled discussion to progress naturally around the topic.
The use of personal scenarios assisted both bullying and bullied members of the groups to share and learn from each others experiences.
EVALUATION FIGURE: 8.3

MODULE 3 SOCIAL ETIQUETTE

Understanding and practising appropriate behaviours

3.0 Tea party

Aim

To promote and better understand appropriate social behaviours.
To practise positive behaviours and experience the benefits of team working.

Resources

Food to make a variety of sandwiches (e.g. tuna, cheese, egg, ham)
Fairy cakes for decorating
Fruits, marshmallows, icing and chocolate block etc.
Ingredients for easy cake making e.g. chocolate crispy cakes
Tablecloth, napkins, cutlery, crockery and cake stands

Challenge

Divide the group into pairs with each couple choosing a task;
Sandwich making, crispy cake making, decorating fairy cakes and dipping fruit into chocolate etc. When these foods are ready encourage everyone to help lay the table, using the appropriate cutlery and crockery and work at making the table and food look attractive.

Invite everyone to sit for tea and pass the food around politely to each other,
Encourage sociable conversation so participants experience the added enjoyable value of sitting down to a shared meal or activity.

Encourage everyone to help clear the table, wash and tidy up.
If possible as a follow on activity take the young people out for a meal so they can practice and add to the skills they have been developing. The skills developed include: ordering food appropriately, using table manners, behaving appropriately in a public place, using gestures of gratitude, and respecting other people in their company.



Notes

At the start of the session explain the whole process to the group and allow them to choose who to pair up with and as far as possible which task they would prefer to do. Have an adult working with each group to assist and advise as necessary. Explain hygiene requirements, help show how to present the food, as this can make ordinary food appear special, e.g. cutting sandwiches into triangles,

Comments

This was a good exercise in team working as well as learning and building on practical skills. The young people enjoyed their tea party experience to such an extent they have asked for it to become a monthly event. The respite trips out to lunch etc. have become more relaxed and enjoyable for everyone concerned.
EVALUATION FIGURE: 9.9

MODULE 3 SOCIAL ETIQUETTE

Understanding and practising appropriate behaviours

3.1 Setting out behaviour boundaries

Aim

Explore the need for and establish behaviour boundaries for a group.
Establish consequences of breaking the agreed boundaries.

Resources

Flip chart and paper
Pens,
Computer with computer graphics

Challenge

Start with discussion about different types of behaviour and how this affects others. Use the question 'How does it make you feel when someone does this to you?' to encourage consideration of impact on other people. Next move on to what each person would find to be acceptable behaviour in a group. Note these points on the flip chart and move the discussion towards consensus on what would be considered unacceptable behaviour within a group.



Notes



The groups' consensus following this exercise:

- Language which is offensive to other people in the group is not acceptable and this includes signing.
- Comments which are offensive to other people in the group are unacceptable
- Putting yourself or other people at risk is unacceptable.
- Not respecting other people is unacceptable.
- Not respecting property is unacceptable.
- Not respecting privacy and confidentiality rules is unacceptable.

To implement this the group established a yellow and red card system with members getting a yellow card (-5 points) for a minor breach and red (-10 points) for a major breach of rules during any one session or outing. The breaches can be monitored and used as part of the risk assessment process for future outings etc. It is important to have a system where points can be earned back e.g. for each group session attended without gaining a card a point is earned back.

Comments

As the group established this set of rules they have a sense of "ownership" and feel that the rules are fair. It encourages them to stay within safe and acceptable behaviour boundaries and we have also witnessed effective peer monitoring taking place. A poster of the rules displayed to refer to and act as a reminder is helpful. We use this as a tool to help with risk assessments of trips etc. and members know that these rules apply whenever we are together as a group.
EVALUATION FIGURE: 9.4

MODULE 3 SOCIAL ETIQUETTE

Understanding and practising appropriate behaviours

3.2 Body language

Aim

To understand and become more aware of body language and non-verbal communication.

Resources

Research the internet for good examples of body language and its interpretation.

Challenge

Invite a volunteer from the group to join the worker to role play some scenario examples in front of the rest of the group.

Challenge the group to watch carefully and then discuss the scenarios with the focus being on the different non-verbal signals being demonstrated and what each might mean.



Notes

The research provided specific examples such as: eyes going right generally means lying, eyes going left generally means telling the truth, leg pointing towards someone means you're interested in them. The young people found this kind of information fascinating.

As a next stage explore personal space and how this changes according to our mood and who we are with – a stranger, your teacher, a parent or sibling, your boyfriend or girlfriend etc.

Invite the young people to now create their own short scenarios.

Discuss the fact that it can be very difficult to accurately read body language without the back up of verbal information; there are a number of additional things to take into account such as tone of voice, talking speed and words being used.

Discuss with the young people the need to change our body language and speech depending on where we are and who we are with. For example what is acceptable amongst your friends may not be acceptable when you are with your parents, at an interview, or out in public..

Comments

We discussed the scenario of having an argument with parents and how we might use bigger gestures the angrier we got before at last storming out and slamming the door behind us. One male member said "Yeah, then you came back in 5 minutes later crying and saying you're sorry!" The participants were very interested in this topic and wanted to find out more.
EVALUATION FIGURE: 8.5

MODULE 3 SOCIAL ETIQUETTE

Understanding and practising appropriate behaviours
3.3 Team working—making a membership card

Aim

To practice team working through collective decision making to create a group membership card.

Resources

Flip chart
Pens
Camera
Computer and laminator equipment

Challenge

With the group discuss how this activity might be of use to them — how and when could it be used?

Decide what information should be on the card - base this on what the purpose of the card is going to be. Decide on size, colours and the design features of the card. Now consider whether the cards should be numbered, signed and dated to reduce the risk of them be misused by other people. Use the camera to take clear photographs of each other for using as ID on the card. When everything agreed has been put on the card laminate it to protect it, test out a draft copy to make sure it is fit for the agreed purpose and make any necessary amendments before putting it into production.



Notes

This process is best done over several sessions:

The first should be used to decide on the information needed, the second session should then focus on making a draft sample with all the relevant information and design work and the third session can concentrate on the photography work followed by adding any necessary numbers or signatures before laminating.

A sheet of instructions can be created to go with the card so that members are clear as to its purpose and how the card can be used correctly. Consideration should be given as to when and how a renewal/review date is done.

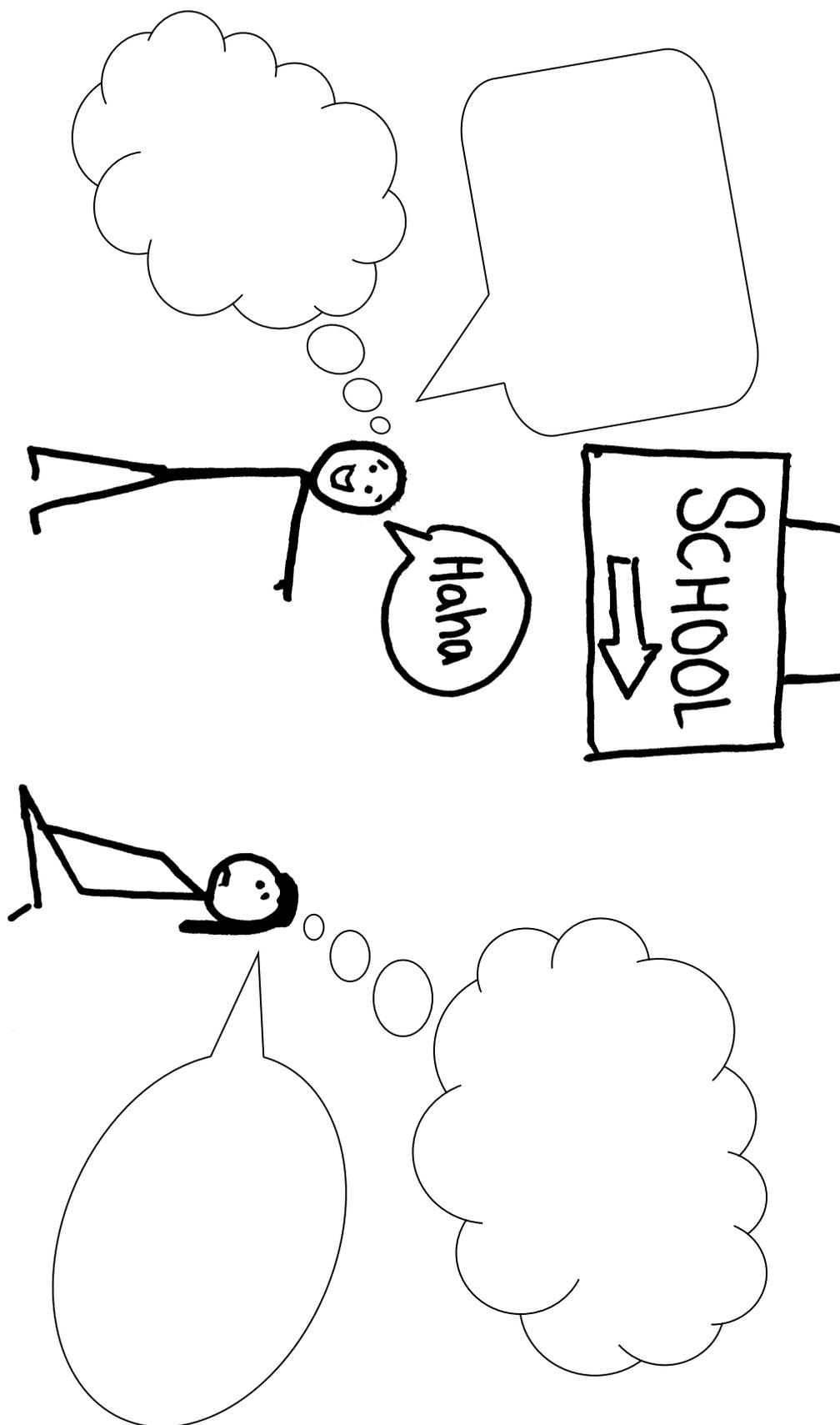
Comments

Members really liked the sense of belonging and responsibility this activity gave them.

EVALUATION FIGURE: 9.3

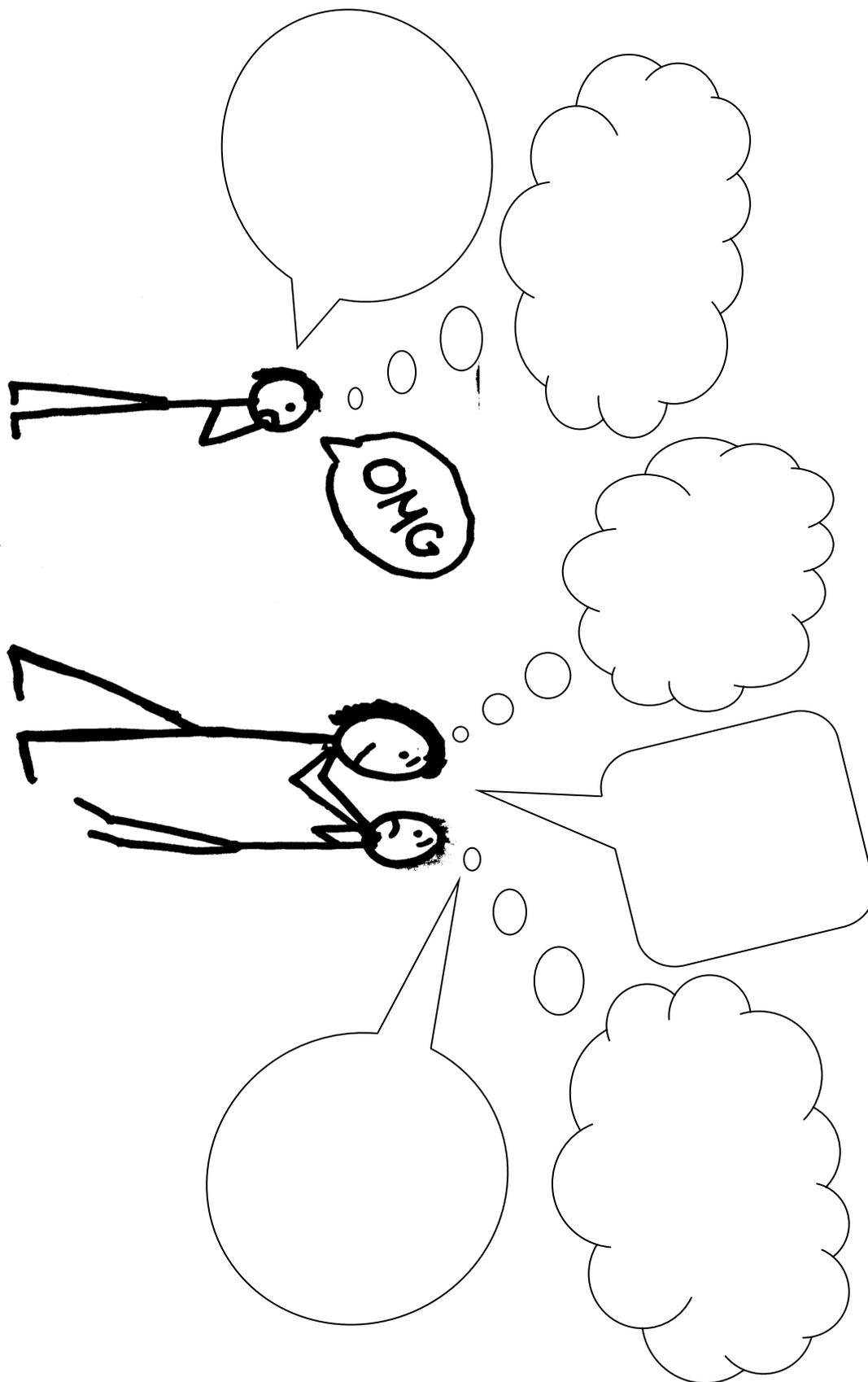
APPENDICE

Bullying cartoon template No.1



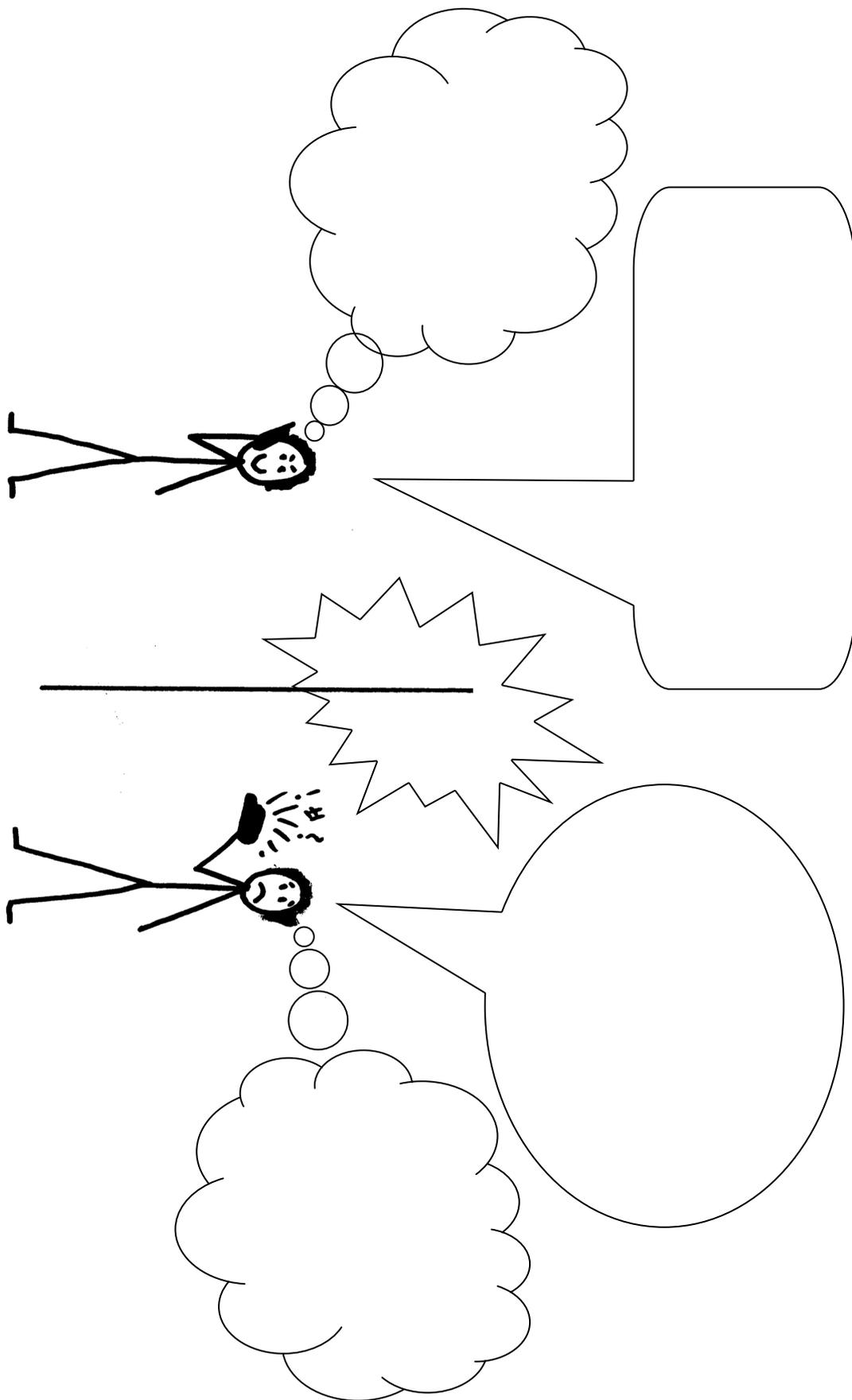
APPENDICE

Bully cartoon template No.2



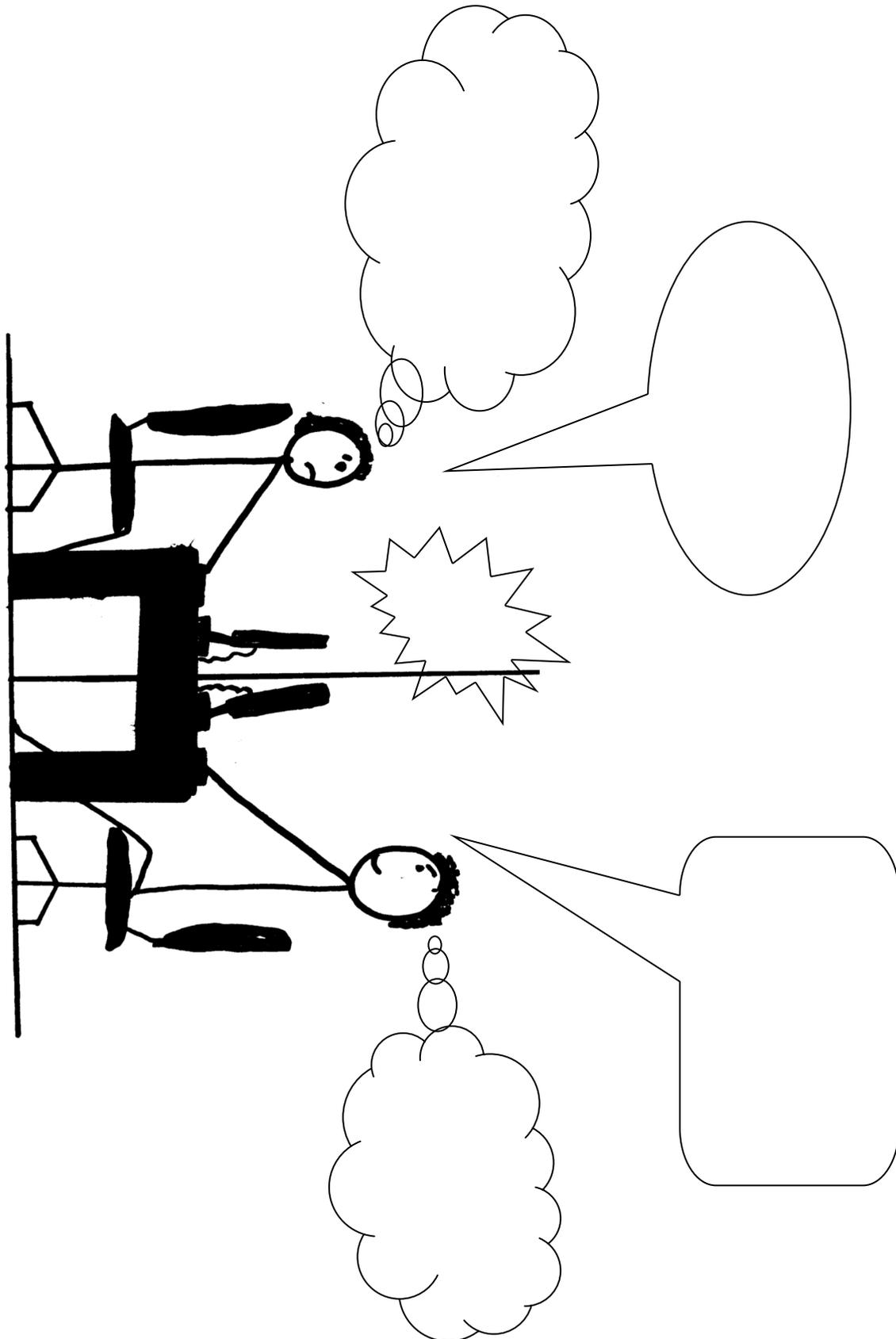
APPENDICE

Bully cartoon situations No.3



APPENDICE

Bully cartoon situations No.4





Photograph of person put here

Name of person placed here

Thinks he is

Funny - sometimes I go mad but that's how
everyone likes me

Others think he is

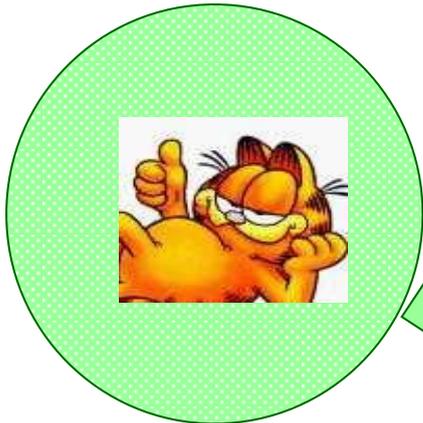
a good person to talk to when you don't feel good,
nice, one of my best friends, very funny, funny and
nice, has a great sense of humour and always cheers
you up, funny, very random, funny, I can tell him

Anything



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Our behaviour points system



young carers can earn a maximum of +10 points.

No cards earned on a mainland respite trip can earn you +10 points

For each session attended with no cards earned 1 point can be earned back off negative points

For every 4 points earned back another 1 bonus point is earned.



A **YELLOW** card is the first warning -5 points



A **RED** card is the second warning -5 points (total -10)

Any behaviour which is dangerous or puts any one at risk is an automatic **RED** card .

-10 points

After a **RED** card , any more unacceptable behaviour that day results in you losing the next activity or session

Points are counted to see if it is safe to take you on trips etc.

Cards are given for:

Offensive language

(including signing),

Offensive comments,

putting yourself or others at risk,

Not respecting people,

NOTES:

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www.skyeyoungcarers.co.uk