WORKSHOP ABOUT BULLYING
FOR YOUTH WORKERS
CREATIVE COMMONS LICENSE: You are free to share, copy, distribute and transmit the work under the following conditions:
- Attribution. You must attribute the work in the manner specified by Be The Change NZ (the author) but not in any way that suggests that they endorse you or your use of the work.
- Non-commercial. You may not use this work for commercial purposes.
- No Derivative Works. You may not alter, transform, or otherwise change this document.
- For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to the Be The Change NZ website: www.bethechangenz.org
- Any of the above conditions may be waived if you get written permission from the copyright holder.
- Nothing in this license impairs or restricts the author’s moral rights.

The information provided within this booklet is for general informational purposes only. While we try to keep the information up-to-date and correct, there are no representations or warranties, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the information, products, services, or related graphics contained in this booklet for any purpose. Any use of this information is at your own risk.
<table>
<thead>
<tr>
<th>NGĀ IHIRANGI CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know Your School – People, Systems of Support.</td>
<td>1</td>
</tr>
<tr>
<td>Bullying Prevention and Pro-Social Behaviours - What is Bullying, Whānaungatanga - Building quality relationships, The Five Ways to Wellbeing.</td>
<td>3</td>
</tr>
<tr>
<td>Identifying and Strengthening the Victim – What to look for - Behaviours, Empathy vs Sympathy, Tools for the victim.</td>
<td>10</td>
</tr>
<tr>
<td>Working with the Bully - A Strengths-Based Approach - What to look for, Focusing on the Behaviour, Creating Empathy, Using Their Strengths - Hakamanatia Ngā Uara Rangatahi</td>
<td>17</td>
</tr>
<tr>
<td>Passing it on - Keeping the school informed, Support Services</td>
<td>20</td>
</tr>
<tr>
<td>Kōrerotanga References, Hakawhetai-Hakamoemiti Acknowledgements</td>
<td>22</td>
</tr>
<tr>
<td>Participant Notes</td>
<td>23</td>
</tr>
</tbody>
</table>
THE STRONGER RELATIONSHIPS YOU HAVE WITH THE STAFF THAT ARE INVOLVED WITH THE PASTORAL CARE OF STUDENTS, THE BETTER ACCESS YOU WILL HAVE TO INFORMATION AND SUPPORT FOR THE VICTIMS AND PERPETRATORS OF BULLYING.
PEOPLE - THE PASTORAL TEAM

Whilst all schools have their own system, they will have a team that looks something like this:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy/Assistant Principal</td>
<td>Usually assigned to work with either a year group or designated to pastoral care.</td>
</tr>
<tr>
<td>Dean/Head of Year/School</td>
<td>Often the go-to staff with overall responsibility of a “Year Level/Group”. Tend to be the link between consequence and support.</td>
</tr>
<tr>
<td>Guidance Counsellor</td>
<td>Usually assigned to specific year group or students. Bound by different confidentiality rules. Many well connected with external agencies.</td>
</tr>
<tr>
<td>Form Teacher</td>
<td>Very different levels of responsibilities from school to school. At the very least, will teach and know the student in a classroom setting.</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>Usually someone with teaching experience, very helpful for future pathway discussions.</td>
</tr>
</tbody>
</table>

SYSTEMS OF SUPPORT

Most schools have a variety of support systems that help students make better decisions. Knowing them can help you access help for students and keep them informed of the consequences of action. It’s vital when dealing with negative behaviours like bullying that students’ experience consistency:

**MSB System > Counselling Referral > Careers/Pathways > Literacy/Academic Mentoring > Health Nurse > Learning Support > Peer Mentoring > Sports/Cultural Groups > Pastoral/Guidance Meetings**
Bullies have become a bit of a buzzword lately so first off it’s really important to define exactly what ‘Bullying’ is.

When dealing with bullying, and especially the victims of bullying, it is important to use correct language.

Talking through these distinctions can be a really powerful tool in helping a young person shrink a situation…

**IS IT BULLYING?**

- When someone says or does something **unintentionally** hurtful and they do it once, that’s **RUDE**

- When someone says or does something **intentionally** hurtful and they do it once, that’s **MEAN**

- When someone says or does something **intentionally** hurtful and they **keep doing** it - even when you tell them to stop or show them that you’re upset, that’s **BULLYING**
Unfortunately there are times where young people and those of us not so young are faced with bullying (NZ is 2nd WORST in the OECD for bullying), and it helps to be able to know where to look to identify it:
WHĀNAUNGATANGA - BUILDING QUALITY RELATIONSHIPS

• As you all know, having quality relationships with young people is vital in youth work, especially when dealing with issues around bullying. Through strong relationships young people are more likely to share problems with you and it’s more likely that those bullying, will work with you to change their behaviours.

• All of our projects are interwoven with the New Zealand Curriculum. Our Mahi is developed by youth, for youth and has the values and principles of the Code of Ethics - developed around the Youth Development Strategy Aotearoa, and the Whare Tapa Wha Model at its’ core. By following these principles, we can empower communities to make connections with each other and create their own support networks as a positive alternative to negative issues they face (such as bullying and the resulting consequences such as depression, isolation and abuse).

By building relationships with youth it not only encourages and supports their learning, but also prevents those at risk from becoming disengaged.
FIVE WAYS TO WELLBEING

The Ministry of Education surveyed teachers post Christchurch’s earthquakes and suggested we adopt the Mental Health Foundation’s framework to encourage people to incorporate the “5 Ways To Wellbeing” into their lives to help support our communities. The 5 Ways to Wellbeing are powerful guides that can underpin all of your work. When dealing with Bullying these act as ways to prevent; deal with; strengthen relationships and heal.

Following are the 5 Ways + activities you can do with all of your young people (bullies, victims, bystanders) to help introduce these life-hacks:

By connecting with each other we can build relationships with young people, and young people with each other. The best thing it’s not that hard – it could really make an easier and better way to live:

Activity: Turn to a person on either side of you and tell them your favourite animal and why... Turn to the person on the other side and tell them your favourite hobby.

By asking of and sharing with others you create a connection, and the more you share and ask the stronger the connection becomes. Easy peasy!

Giving is so important in creating an environment free of bullying. By giving to someone else you show them that they are important to you but even better, when you give to another and see them appreciate it, the power of your gift is returned to you. A gift doesn’t have to be something great or expensive, in fact you don’t even have to buy it.

continued overleaf...
A gift can be as simple as letting a friend know that you appreciate them. **Activity:** I want you to turn someone that is sitting beside you and give them a compliment. Now turn to another person and thank them for something they have done for you, no matter how big or small.

This activity is about ‘Emptying Your Balloons’ in Positive Ways - Talking is a great way, an **ACTIVE** way is Hugs. A 20 second hug releases the bonding hormone and neurotransmitter Oxytocin, which is nature’s antidepressant and anti-anxiety. **Activity:** We’d love two volunteers to help demonstrate some versions of hugs: Side-to-side Hug Huggers stand or sit next to one another, embracing around the waist or shoulders. **A-frame Hug** Huggers stand about a foot and a half apart, bend at the waist.... only the shoulders touch as you embrace! [May also include a kiss on one or both cheeks. This is the most common, and acceptable, form of hugging in social settings.] **The I don’t really mean it hug** quick as you can – no effort hug. **Custom-tailored Hug** To insure a high-quality hug, whenever a taller hugger hugs a smaller huggee. The taller hugger should bend at the knees to come eye level with the huggee. **The BRO Hug** - It starts with the ritual grasping of the right hands. The two men then pull each other in with a loud, "AAAAYYY" or "WASSUP?!" Only the shoulders and chest touch. And last but not least: **Slow running hug** - Start on opposite sides of the room and run toward each other almost in slow motion and embrace.

We all know what it’s like to be judged and that judgement appears to be at the heart of Bullying, so **taking notice** of ourselves and others not only helps spot changes in behaviour, which can help identify victims of bullying. **Activity:** Everybody put your hands together like this (clasp hands together, fingers intertwined) look down at your thumbs and notice which one is on top. **continued overleaf...**
Raise your hand if your right thumb is on top – raise your hand if your left thumb is on top. Way back when you were in your mother’s womb you put your hands just like this for the first time and it formed a habit. You did it so many times that when I asked you go ‘like this’ just now, you did it exactly the same way as you did it way back then!

For a lot of young people they have a number of habits, some of which they don’t even know they do. Habits that can cause them to bully and, let’s be honest can make themselves targets of bullying. The challenge is to help young people become aware of the habits that are helpful and the ones that are harmful.

**Group Discussion questions:**
- tell me three habits that a person might have that may be unhelpful or negative.
- tell me three habits that a person may do that might be helpful or positive.

**Activity:** What we would like to do is offer to help you empower youth to create/run some events. We know this will help your young people keep learning. As with all of our projects, these events have been created by other Christchurch young people. When young people work together to develop their own culture of positive relationships it helps eliminate the occurrence and acceptance of bullying and other anti-social behaviours. We know that youth development is triggered when young people fully participate, so empower students by talking in assemblies, making posters and school notices and offer them the opportunity to create their very own “Be The Change (insert school name) Team”.

**For lunch-time pro-social event ideas:**
http://www.bethechangenz.org/opportunities-for-change.html
Encourage a cross-section of students, even if you shoulder-tap those that might be hesitant to join, but you can see that they have potential to flourish as part of a positive change project – this is an opportunity for them to gain skills such as:

<table>
<thead>
<tr>
<th>CONNECTIVITY</th>
<th>LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECISION-MAKING</td>
<td>EMPATHY</td>
</tr>
<tr>
<td>EMPOWERMENT</td>
<td>COMMITMENT</td>
</tr>
<tr>
<td>CONFIDENCE</td>
<td>SELF-WORTH</td>
</tr>
<tr>
<td>VALUES</td>
<td>TEAM-WORK</td>
</tr>
</tbody>
</table>


For sustainability, as each team member leaves the school, part of their role will be to hand their knowledge and experience down to younger students, so that they can continue this positive culture. The more events that each school and community runs, the more this new positive culture is embedded.

Ka pū te ruha, ka hao te rangatahi.
WHAT TO LOOK FOR - SOME SIGNS OF BULLYING

- Lost or destroyed clothing, books, electronics, jewellery etc
- Poor/declining school achievement, loss of interest in schoolwork, or not wanting to go to school; afraid of riding the bus to/from school
- Self-destructive behaviours such as running away from home, harming themselves
- Afraid to be left alone: wants you there at the end of the school day, suddenly clingy
- Appears sad, moody, angry, anxious or depressed with no known cause
- Frequent headaches or stomach aches, feeling sick or faking illness, complains of lack of sleep, nightmares
- Frequent visits the school nurse’s office
- Begins bullying others
- Talks about feeling helpless or not wanting to live, blames self for problems; feels “not good enough”

continued overleaf...
• Changes in eating habits, like suddenly skipping meals or binge eating, coming home from school hungry because they didn’t eat lunch
• Sudden loss of friends or avoidance of social situations, remarks about feeling lonely
• Unexplainable injuries
• Waits to go home to use the bathroom
• Marked change in typical behaviour or personality – suddenly sullen, withdrawn, decreased self-esteem, evasive; remarks about feeling lonely

STRENGTHENING THE VICTIM - EMPATHY VERSUS SYMPATHY

Basically: the difference between empathy and sympathy is that empathy:
• Allows and justifies the person’s feelings
• Allows for freedom of expression not allowed by bullying
• Recognising their perspective
• Avoids judgement
• Recognises emotions
• Is feeling WITH people

A great video about empathy versus sympathy to show youth from Brené Brown: http://bit.do/ThePowerOfEmpathy
TOOLING UP THE VICTIM

Teach them: The moment it’s happening...

| If you can, find the courage in that moment to state what you want. For example, “Stop pushing me into the lockers and saying, “it was an accident” and then laughing. I know you can do whatever you want, but I want you to stop.” Or, “Stop sending texts to everyone in the class about me.” |
| Get away by thinking about walking towards safety not away from the bully. For example, walk towards a classroom where you can see a teacher or youth worker you trust. |
| Don’t retaliate or threaten to retaliate. The only thing that happens when you do this is the problem gets bigger and more out of control. |

After the bullying has happened...

| Tell an ally (youth worker, teacher, whānau, friend who can help you speak to an adult) |
| Tell young people to remember that reporting a bully is not snitching. People snitch when all they want to do is get the person in trouble. People report when they have a problem that is too big for them to solve on their own. People who report bullying are doing the right thing. |

And what if it’s a friend?...

| It’s always important to have strong friendships that you can depend on, but sometimes the bully can be a friend. If that happens tell them to ask the following questions about their friendship... |
| What are the three most important things I need in a friendship? (Most people say, trust, respect, and honesty) |
| Are my friends treating me according to what I need in a friendship? |
| If my friends aren’t treating me according to my standards, why am I in this friendship? Is it worth it? |
| If my friends were nice to me tomorrow, do I believe the bullying will stop or am I hoping for the best and putting all the power in their hands? |
A great video to show your young people: http://bit.do/MeanGirls

And finally - REMIND THEM

Here’s a video that supports this:
http://bethechangenz.org/being-bullied.html

In regard to **CYBER BULLYING**, we feel that it’s **REALLY** important that young people know about the new Harmful Digital Communications Act. It aims to deter, prevent and lessen harmful digital communications. This includes cyber bullying, harassment and revenge porn posted online through emails, text, websites, applications or social media. Harmful digital communication and cyber bullying includes:

- **sending or publishing threatening or offensive material**;
- **spreading damaging rumours**;
- **sending or publishing sensitive personal information such as embarrassing photos and videos**.
Digital communication is defined widely in the Act to include any form of electronic message such as texts, photos, pictures, recordings etc. A digital communication is harmful if it:

1. Is directed at an individual; and
2. Makes that person seriously emotionally distressed; and
3. It has or could seriously breach of one or more of the 10 communication principles in the Act...

Under this act, Netsafe has been chosen to offer a free service for people in New Zealand to help with online bullying, harassment and abuse. Anyone can call, email or submit a report to www.netsafe.org.nz/report

The District Court will deal with cases of serious or repeated harmful digital communications that Netsafe hasn’t been able to resolve.

“...The Act has also made amendment to the Crimes Act, which means it is now a crime to incite another person to commit suicide, regardless of whether they attempt to take their life. These cases will be dealt with by the Police.”... Full information and links about the Harmful Digital Communications Act can be found at www.netsafe.org.
In 2015, the Ministry of Social Development asked us to manage a Christchurch-wide ‘User Centered Design’ approach. This was an 18 month-long process that put young people and their whānau at the centre to help come up with solutions to the complexities surrounding bullying, and how it can be prevented through the creation of positive, safe environments. Based on the information generated, we devised that our target audience were bystanders (a person who is present at an event or incident but does not take part) - this means the whole of community; youth, adults, teachers, parents, youth workers, everyone.

This resulted in a Nationwide #Upstand social action campaign, competition, informational website, resources and original educational video: www.upstand.org

*Studies showed us that by empowering young people to be an ‘upstander’, there was a 50% better chance of bullying being stopped.*

*This also helps prevent bullying, by creating cultures where bullying is not accepted as ‘just part of growing up’.*
How do young people be an UPSTANDER??

- Questioning a rumour is a great way to stop it in its tracks. When someone passes along a rumour, ask them how they know whether or not it’s true.
- Tell the bully to stop, if you can do so safely – “bullying is not ok”, “this isn’t cool”, “please stop”.
- Shift the focus and redirect the bully away from the victim.
- Start a social/support/action group to help create a more positive community.
- Run pro-social events (visit the Info Hub for ideas www.bethechangenz.org).
- Invite the victim to join you and include him/her in some of your activities.
- Tell an adult that you trust, who can help.
- There’s power in numbers. Team up with others to take the power out of bullying. Even standing with one other person is double the power you had standing alone: “let us help”, “stop it”, “we’ll find an adult”, "are you ok"?
- If you see someone being cyberbullied, take a moment to write that person something supportive. Whether you write a private message or a public post, it will help them know they're not alone
Often Bullies are victims of bullying or neglect and have learnt behaviours that gain attention negatively, but as an alternative to no attention it’s the better choice for them.

WHAT TO LOOK FOR

Why do young people bully?

1. Uninvolved Parents - Young people who bully may not be receiving love and warmth from their families. They also may not have rules at home.
2. Aggression in the Family - Aggressive behaviours can be learned when young people are bullied and abused by older siblings or when they are physically punished by parents.
3. Peers Who Bully - Young people can learn bullying from their peers. They often bully to make themselves feel more important, and victims of bullying often become bullies.
4. Friends of a Feather - Young people who tend to bully make friends with other children who bully. Consequently, they support each other’s bullying behaviours.
5. Lack of School Rules - Bullying is more likely to happen when schools do not have anti-bullying policies or when school rules are not enforced.
6. Poor Supervision in Schools - Bullying can happen more easily when there is poor supervision in the classroom, hallways, tuck shop, or at morning tea/lunch.
7. Social Aggression - Girls more often bully each other emotionally rather than physically hurting each other. Girls often do this to gain attention or make themselves feel better.
8. Media Models - Television, movies, and video games often have aggression and bullying behaviour. Experiencing bullying in the media can reinforce children who bully.
FOCUSING ON THE BEHAVIOUR

Part of our job is to look for, and look beyond behaviours to help the bully find alternative ways of interacting with others. A negative disciplinary climate is ineffective in preventing bullying, and whilst of course there needs to be consequences for bullying, rather than finger-pointing, lecturing to or attacking people for this problem, for the long-term we need to focus on a preventative approach - one that highlights the positive aspects of young people, their whānau and communities, and empowers them to build on and promote this by creating inclusive cultures that embrace diversity and kindness.

When working with the bully our aim is to make a change to their behaviours and not themselves. Don’t fight bullying by trying to humiliate or attack the bully. Compassion and understanding can break the cycle. Help them by:

- Avoiding blame
- Avoiding defining them as a bully
- Allowing them to see alternative actions
- Separating the behaviour from the student
- Avoiding any words that define them as person
- Look to try and get them to see the negative outcome for both them and the victim
- Ask them to describe how they would feel if they were the victim
- Question them about what alternative behaviour they could have used
- Try to identify the need they are fulfilling
- Try to offer an alternative way they could use this need
CREATING EMPATHY – USING THEIR STRENGTHS
HAKAMANATIA NGĀ UARA RANGATAHI

One of the best strengths-based approaches to bullying is: “Social and Emotional learning” (SEL)... This process promotes skills, empathy, behaviours, attitudes, and environmental factors that are incompatible with bullying and other forms of negative peer interactions. Empathy occurs when judgment or indifference is replaced with understanding and caring. By listening to the stories of others, youth see a fuller picture of others. They begin to understand why people behave the way they do. They realise everyone has a story. The proceeding examples of how to talk to a bully are examples of first steps in creating empathy, the key principle that underpins social and emotional learning. The next stage is to introduce them to the 5 Ways of Wellbeing, as we have covered earlier.

The sections on The 5 Ways to Wellbeing and #upstand are all strengths-based, and focus on social and emotional learning techniques. Through our experience, we know that empowering bullies to use their strengths in positive ways, can change lives. For more information on SEL, visit www.casel.org

“We have seen ‘bullies’ make 180 degree changes – they are powerful agents of change, they can have the most wisdom about how the social dynamics of their schools and communities work and the most leverage with their peers when it comes to encouraging behaviours, so when you empower them to make these behaviours positive ones, rather than negative ones, the outcomes are momentous.” Shaun & Vicki Edwards-Brown – founders of Be The Change NZ
As mentioned earlier, doing all you can to build up a relationship with the staff member at the core of the pastoral care team is essential, as is getting involved in the guidance/pastoral meetings...

**KEEPING THE SCHOOL INFORMED**

Meetings allow you to stay in touch with others that can help, should you have increasing concerns about both the victims and the bullies.

This may also make you privy to information about what is already happening.

Most meetings such as these follow the same process of:
- Discussing students concerns
- Working on an action plan as a team
- Assigned responsibilities

**Not only does this give you support but it protects you, as your actions are supported and endorsed by the school.**

**Bullies are...**
- Not cool
- Not friendly
- Not popular
- Not respected
- Not welcome
- **All of the above**

KINDNESS BEGINS WITH YOU | WWW.BETHECHANGENZ.ORG
**SUPPORT SERVICES**

Sometimes there are just some cases that you are not equipped to handle alone, and to be honest it is not safe to be left with this responsibility. So it’s important that you are aware of some more support services available...

---

### For Your Students:
- **Youthline** – works with people from all walks of life, from all cultures and with all sorts of things going on in their lives. This can be anything from just wanting to talk something through (big or small, via TXT, email or phone), to working face to face with a young person or even their whole family - [https://www.youthline.co.nz/](https://www.youthline.co.nz/)
- **Rainbow Youth** – a charity that supports queer and gender diverse youth - [https://www.ry.org.nz/](https://www.ry.org.nz/)
- **Lifeline Aotearoa** – counselling and support - [www.lifeline.org.nz/](http://www.lifeline.org.nz/)
- **Aviva** – family violence services - [www.avivafamilies.org.nz/](http://www.avivafamilies.org.nz/)
- **Netsafe** – online safety - [https://www.netsafe.org.nz/](https://www.netsafe.org.nz/)
- **Youth Voice Canterbury** - a network of young people and youth participation groups supported to have a voice and get involved in decision-making - [www.youthvoicecanterbury.org.nz/](http://www.youthvoicecanterbury.org.nz/)

### For Yourself:
- **The Canterbury Youth Workers Collective** - A support group for those who work with youth that provides professional development, networking opportunities, accountability and information and resource sharing – [www.cywc.org.nz](http://www.cywc.org.nz)
- **Supervision/Mentor** - we strongly recommend you have an official person who you can unload with – here’s an up-to-date database link: [http://www.cywc.org.nz/supervisor-database.html](http://www.cywc.org.nz/supervisor-database.html)
- **Remember the Code of Ethics for Youth Work - Tiakitanga - Looking After Yourself**... Ethical youth work practice is based on the social, emotional, mental, physical, spiritual, whānau and cultural wellbeing of youth workers. This allows youth workers to develop their full potential and equips them to best serve young people. Find something you can do every week that is totally/selfishly for you
- **Wellbeing Meeting Slot** - In any organised meeting, set aside a time that is designated to asking and sharing about Wellbeing
- **Further resources** - [http://bethechangenz.org/contact-and-helplines.html](http://bethechangenz.org/contact-and-helplines.html)
KÖREROTANGA REFERENCES

PISA 2015 Results (Volume III) Students' Well-Being


Youth Development Strategy Aotearoa Published by Ministry of Youth Affairs, January 2002

Whare Tapa Wha - health model was developed by Prof Mason Durrie, 1982.


The Harmful Digital Communications Act

Ministry of Social Development Te Punanga Haumaru Fund news story - http://bit.do/BeTheChangeNZOnTV1

HAKAWHETAI-HAKAMOEMITI ACKNOWLEDGEMENTS

Massive thanks to:
The Canterbury Youth Workers Collective for organising this professional development opportunity for youth workers – special thanks to Penny and Anna www.cywc.org.nz

The Department of Internal Affairs Youth Worker Training Scheme for funding the workshop and resources http://www.communitymatters.govt.nz/Funding-and-grants---Crown-Funds---Youth-Worker-Training-Scheme
www.bethechangenz.org

bethechangenz