

# Anti-bullying activities

## Exercises to undertake with children and young people at your sports club

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## What is bullying behaviour?

### Equipment/resources:

- Agree/Disagree/Don't know signs
- flip chart
- pens

**Group size:** 20 maximum

**Time/duration:** 20/25 minutes

### Aim

The aim of this activity is to develop club members' understanding of what sorts of behaviours are acceptable in a club/sports setting and what sorts of behaviours could seem like bullying.

### Activity

Display the **Agree**, **Disagree** and **Don't know** signs in different corners of the room.

The leader will read out a statement. Participants should consider the behaviours in the statement and decide if they agree, disagree or don't know if it is acceptable within the sports setting. They should move to whichever sign they feel best reflects their opinion.

The questions do not all need to be asked, they are just suggestions. Facilitators can add their own questions if they wish to.

Allow time for discussion about why people picked a particular response.

Facilitator summarises the group's opinions on a flipchart.

### Statements – do you agree?

- It is ok to be left out
- Children can bully coaches/adults
- Saying someone is stupid doesn't hurt them as much as hitting them
- Making someone feel uncomfortable or unhappy is alright as long as it doesn't happen all the time
- Coaches should challenge all types and forms of bullying in the club
- Making insulting comments about someone is not ok even if they deserve it
- You should give your friends a second chance if they make a mistake
- It is important to welcome new members
- Shoving another young person is fine during a match

- Stealing or damaging another person's belongings is ok if they have bullied you
- Spreading rumours is ok if the person has been nasty to you
- Making threats is ok if someone is picking on you
- Sending nasty text or e-mails is ok if you don't like the person you are sending them to
- It's ok for supporters to embarrass you when they are cheering you on
- Taking pictures of someone on your mobile to send to others is ok
- It's ok to cheer on a bully when they are teasing someone
- It's ok to hit someone as long as they are the same age and height as you
- Bullies come in all shapes, sizes and ages
- Bullies pick on people to try to prove something
- It is better to tell someone who is being bullied to remain silent about what is happening
- It's best if others in the club try to ignore what is happening
- Anybody can be bullied
- Telling a coach or adult about a bully's behaviour is a bad idea

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## **Who to turn to**

### **Equipment/resources:**

- photocopies of individual/organisation information cards (see below)
- pens
- markers

**Group size:** 20 maximum

**Time/duration:** 15/20 minutes

### **Aim**

The aim of this activity is to ensure that participants understand who they can turn to and the roles and responsibilities of the support network.

### **Activity**

Divide the group into teams of four.

Give out the individual/organisation information cards (see section below).

Ask each group to discuss when they think they might contact each type of person or organisation e.g. Coach/ChildLine/Parent/Police.

Then ask each child to work individually (if at the age and ability to do so) to think of five people or organisations they could turn to for help if they had a problem (this is their personal support network).

### **Key teaching points**

Clarify the roles and responsibilities of the various agencies involved.

When thinking about their personal support network encourage the participants to consider;

- Who they can trust
- Who they know is honest
- Who understands and is willing to help
- Who really listens and believes what they have to say
- Who has the time to listen and help

Explain the role of the club welfare officer and how they are a good person to contact within the club setting if they have a problem.

Give contact numbers/email addresses for key contacts e.g.

- local police
- Children's Social Care
- ChildLine
- club welfare officer etc.

Make these available on the club notice board or website.

Remind participants to regularly update their personal support network.

Ensure young people know that if they haven't got the support they want/need from one contact – they can tell more than one.

#### **Individual/organisation information card**

**Police** – enforce the law and deal with people who break the law. If you fear for your safety contact your local police or call 999.

**Adults** – should ensure that children are safe from harm and know who to go to for help. Family friends, parents, grandparents, aunts and uncles can all help.

**Club welfare officer** – has a responsibility to promote the needs of children in the club setting. Will be able to support you and help to deal with bullying if it is happening in the club.

**Children's Social Care** – will ensure that you are safe from harm. They will investigate allegations of concerns of abuse; they always act in the best interests of children.

**ChildLine** – 0800 1111 is a free confidential helpline. ChildLine can give you advice and support if you have worries or concerns about bullying. See [www.childline.org.uk](http://www.childline.org.uk)

**Friends** – can help talk problems over and make you feel better.

**Internet support groups** – can offer advice and support if you are feeling bad and give you practical advice on how best to deal with bullying.

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## What can I do?

### Equipment/resources:

- Story card

**Group size:** 20 maximum

**Time/duration:** 15 minutes

### Aim

This activity should help develop the members' understanding of the role of the bystander in bullying. It also explores why they should report any bullying they are aware of rather than ignoring it.

### Activity

Read out the following scenario (this can be changed to suit any sporting activity)

*'Jake is a new member of the Superstrikers Football Club (change relevant to the sport). He is not as good at football (change relevant to the sport) as the other players on the team and he is very quiet. Some of the team members don't really like him, but you think he is ok, he never does anything wrong or annoying.*

*One day at practice you notice that the team captain (the most popular member of the team) snatches Jake's kit bag and kicks it over the club wall. He shouts at Jake "that was a stupid thing to do – you had better jump over the wall before your mum shouts at you for losing your football boots", (change relevant to the sport), Jake looks upset but seems afraid to fight back. Another player calls to Jake "what's wrong Jake - afraid to climb over the wall are you?" Jake walks away; he goes straight to the changing room looking really annoyed and sad. You think he may be crying.'*

What can you do?

### Activity and main teaching points

In small groups, ask members to consider the role of the bystander and to think about what choices they have when they witness or are aware of bullying in the club setting. Give them five minutes to note down what they could do then ask for feedback on their discussions.

Some examples include:

- 1. To intervene on behalf of the person being bullied while it is happening**  
Advantages: immediately helps stop the bullying; will give a strong message to the bully.  
Disadvantages: difficult to do; need to be brave; repercussions later (explaining what this could mean); outnumbered; fear of bully; might make situation worse; short term solution.
- 2. To offer support to the person being bullied later**  
Advantages: they will feel less isolated; you can check with them how they want

it to be dealt with; fewer risks involved.

Disadvantages: bully gets away with their actions; slow response; victim may have been hurt; may not stop the bullying.

**3. To tell someone in authority**

Advantages: they can investigate and deal with the person being bullied and bully; no risks to you; they can help to stop bullying for good; discrete.

Disadvantages: if responded to appropriately there are few disadvantages, but person being bullied may still think you are afraid to challenge bullying as they may not know it was you who spoke to the leader.

**4. Challenge the bully later**

Advantages: might stop the bullying; will give strong message to bully.

Disadvantages: Difficult to do; need to be brave; repercussions later; might not work; might make situation worse and leave you isolated.

Open the discussion to the whole group and discuss the advantages and disadvantages of each type of response. Identify an action plan they can use if they witness bullying within the club.

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## **Impact of bullying on the individual**

### **Equipment/resources:**

- category cards (one set per group – see below)
- feelings task cards (one set per group – see below)
- flipchart paper
- pens

**Group size:** 20 maximum

**Time/duration:** 15 minutes

### **Aim**

The aim of this activity is to develop the members' understanding of the impact of bullying.

### **Activity**

Divide into groups of 2 – 3.

Cut up the categories and individual feelings (see below) on the task cards and give out a complete set of cards to each group.

Ask participants to group the feelings into the categories depending on how often they think that someone being bullied would feel like that. Give them five minutes to do this.

Conclude by explaining that bullying always has a negative effect on a victim's feelings no matter how tough/strong they appear.

End the discussion by identifying ways in which club members can help people feel good about themselves e.g. praise, encouragement, inclusion, providing advice, picking for teams, etc.

### **Main teaching points**

Explain that it can be difficult to understand how people are feeling by observing body language alone.

All bullying has consequences and makes people feel sad and bad both about themselves and others. It affects a person's confidence, self-esteem and self-worth.

## Categories

Always	Sometimes	Hardly ever	Never
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## Feelings

These are some suggestions – feel free to add any more you can think of.

Angry	Aggressive	Anxious	Afraid	Ashamed
Embarrassed	Bored	Depressed	Down	Distressed
Empty	Envious	Fearful	Assertive	Unloved
Unwanted	Popular	Wanted	Vulnerable	Worried
Suicidal	Special	Odd	Friendly	Loved
Nasty	Moody	Attractive	Bright	Happy
Cheerful	Calm	Energetic	Sad	Unconfident
Worthless	Tearful	Positive	Let down	Left out
Frustrated	Terrible	Trapped	Unhappy	Intelligent
Relaxed	Negative			

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## **The perfect environment for bullying**

### **Equipment/resources:**

- paper
- flipchart stand and paper
- pens

**Group size:** 20 maximum

**Time/duration:** 20/25 minutes

### **Aim**

To identify what makes the perfect environment for a person to be bullied in. Explain that you are not just looking for the physical environment but also the types of atmosphere or culture that allow a bully to operate.

### **Activity**

Split into groups of 2 - 3 and brainstorm ideas about what is needed to ensure a “perfect” environment for bullying. Allow 4 - 5 minutes.

Get the groups to give you feedback and record on a flip chart.

For each of the issues identified by the young people, discuss how these could be addressed within the club e.g.

- coaches always being visible
- prominent anti-bullying poster
- changing the light switch to be sensor rather than manual switch
- buddying system with established players

End the discussion by getting the young people to identify a few specific actions your club can take to ensure club members can help their peers.

### **Main teaching points**

Enable young people to see how easy it is for an environment to evolve that lets bullying continue unchecked and help them take responsibility for changing what they can.

### **Suggestions of issues that could be identified (these are not exhaustive)**

- General lack of supervision (e.g. unsupervised toilets, sports halls)
- Not enough equipment in gyms or the pitch for training, not enough balls etc.
- Areas where adults never go
- Old style facilities with dark, secluded corners (manual light switches)

- Coaches often not around – always with other coaches
- Coaches too busy talking to others to notice signs/indicators or incidents
- Whole groups queuing for equipment, meals, toilets etc.
- Crowded locker rooms/changing facilities
- Long unsupervised periods between structured sessions/classes
- Coaches/staff arriving late
- Tucked away bike sheds
- Coaches/staff who point out, shout at, poke fun at or humiliate children in front of others
- Coaches/staff who use sarcasm continually
- Lack of support for children and young people with additional vulnerabilities
- Adults not leading by example
- Allowing “hurtful” graffiti to remain
- Allowing a culture of “nobody likes a tell-tale” to prevail thus preventing any chance of whistleblowing
- ‘Initiation’ ceremonies for new club members
- No support, buddy or mentor for new members joining club
- No visible signs of anti-bullying policy and procedures
- No clear procedures of how to report incidents of bullying
- Coaches who just don’t care and think it will go away
- Coaches/leaders who are not confident enough to challenge difficult situations.

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