

# PUTTING YOURSELF IN SOMEONE ELSE'S SHOES:



When considering the use of this activity it is important to think about the children in your class or club. If there are existing issues between the children and young people this activity may leave some of them feeling vulnerable and may not be appropriate at this time



## DRAMA TIME! (30 MINUTES)

### Goals:

Help children take other children's perspectives  
Support children to reflect about and share difficult experiences in a safe space

### Material:

Bullying scenarios (print them to give to each group)  
Suggested questions cards

### Experiences and outcomes

Potential outcomes which may be reached by engaging in these activities:

- *I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a***
- *I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a***
- *I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a***

**Ground rules:** Before you start, set some ground rules about respect and the importance of listening to each other. Warn that some might feel upset and give advice on how to address this. For example, by suggesting that a child speak to a teachers or adult if they feel upset or uncomfortable.

**GROUP ACTIVITY:** Divide children in groups of 5-6. Give each group a bullying scenario and ask them to choose and interpret one character. Invite them to think about being that character, his/her thoughts, emotions and behaviour in that situation. In other words to perform as great actors!

After 3 minutes, ask children to exchange characters and interpret them, and so on until everyone has interpreted a few different scenarios and characters within them.

# EXCLUSION

(include the person in the group)

Karima is left out of the group of your friends. Jenny and Karen say that she is very old-fashioned. Mary invites Karima to join her and her friends, saying that Karima is very intelligent and can solve maths problems very rapidly. Mary has never talked to Karima much so she wants to get to know her better and make feel her comfortable among her friends.

**Bullying scenarios (below are some example scenarios, or you may wish to create your own)**

**Exclusion: (include the person in the group)**

Karima is left out of the group of your friends. Jenny and Karen say that she is very old-fashioned. Mary invites Karima to join her and her friends, saying that Karima is very intelligent and can solve maths problems very rapidly. Mary has never talked to Karima much so she wants to get to know her better and make feel her comfortable among her friends.

# RUMOURS

(kindly challenge negative behaviour)

Jeanna is talking with Kirstin behind Anna's back. When Paula is alone with Jeanna, she kindly tells her that she was a bit upset about what she said about Anna before because she knows that rumours hurt people.

**Bullying scenarios (below are some example scenarios, or you may wish to create your own)**

**Rumours (kindly challenge negative behaviour):**

Jeanna is talking with Kirstin behind Anna's back. When Paula is alone with Jeanna, she kindly tells her that she was a bit upset about what she said about Anna before because she knows that rumours hurt people.

# ONLINE BULLYING

(talking with an adult)

Maggie sees that in a group chat on Snapchat someone with a fake account is being mean to Matthew. You know that is Julia because you know she created and uses that Snapchat account. Maggie does not know Julia well so she prefers to talk to a teacher about this. Maggie knows that Matthew is very sensitive and often bullied.

**Bullying scenarios (below are some example scenarios, or you may wish to create your own)**

**Online bullying (talking with an adult):**

Maggie sees that in a group chat on Snapchat someone with a fake account is being mean to Matthew. You know that is Julia because you know she created and uses that Snapchat account. Maggie does not know Julia well so she prefers to talk to a teacher about this. Maggie knows that Matthew is very sensitive and often bullied.

# AGGRESSIVE SCENARIO

(asking for help from an adult)

Mandy is pushing Katie against the wall and she is shouting at her. She always puts Katie down but now she seems to be becoming aggressive. She is mad because she thinks that Katie flirted with the boy she likes. Barbara sees what is happening and she is worried so she decides to look for help from a trusted adult.

**Bullying scenarios (below are some example scenarios, or you may wish to create your own)**

**Aggressive scenario (asking for help from an adult):**

Mandy is pushing Katie against the wall and she is shouting at her. She always puts Katie down but now she seems to be becoming aggressive. She is mad because she thinks that Katie flirted with the boy she likes. Barbara sees what is happening and she is worried so she decides to look for help from a trusted adult.

**Project partners**

Respect Me

GATE BULL- project -University of West of Scotland

These materials have been developed by Dr Leyla De Amicis and Dr Maria Sapouna, respectively Researcher and Senior Lecturer at the University of West of Scotland in partnership with *respectme*. Some of the materials have been derived from work relating to UWS's current EU-funded GATEBULL research project, and presented within the ESRC Social Science Festival "Stop the bullying: Discover the Hero inside you!". The international GATE BULL project involves Scotland (lead country), The Netherlands, Slovakia and Greece as partner countries and has developed a whole school intervention to prevent and reduce prejudice based bullying among school age children. Other sources these materials have drawn are:

- Equality and Human Rights

Commission: <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-2-developing-empathy>

- Relax Kids

Tamworth <https://www.facebook.com/RelaxKidsTamworth/posts/today-in-one-of-our-classes-i-introduced-the-children-to-two-apples-the-children/1651876848470287/>



# DISCUSSION

- How did you feel playing the different roles?
- How was it imagining and acting out the feelings?
- What made some more difficult than others?
- Were you surprised by how you felt in any of the roles?

Can you think of a time when you felt hurt?

Did you show your feelings?

Did you tell anyone how you felt?

What happened next?

Have you noted that someone was hurt in the past but did not say anything about it?

What do you think they were thinking or feeling in those situations?

How could you tell/guess their thoughts/feelings?

How might you help someone who you think is feeling hurt?

What can children do if they are being bullied?



- What kind of consequences do you think your behaviour has on other people, how do you think it makes them feel?
- What were your thoughts when you behaved like that?
- What were your feelings when you behaved like that?
- What have you thought / felt since it happened?
- What do you think you could do differently next time?
- What do you think you could do to make things right?
- How has experiencing this behaviour made you feel?
- What have you thought / felt since it happened?
- What do you want to happen next?
- What do you think could help you in this situation?
- Who do you think could help you in this situation?

You could also incorporate a 'Hot seat' activity whereby the actors stay in character after their performance and are asked to take a seat in front of the group. They are then asked questions either by the facilitator or by others in the group, such as:

- What kind of consequences do you think your behaviour has on other people, how do you think it makes them feel?
- What were your thoughts when you behaved like that?
- What were your feelings when you behaved like that?
- What have you thought / felt since it happened?
- What do you think you could do differently next time?
- What do you think you could do to make things right?
- How has experiencing this behaviour made you feel?
- What have you thought / felt since it happened?
- What do you want to happen next?
- What do you think could help you in this situation?
- Who do you think could help you in this situation?

Following the drama and hot seating it is helpful to support the learners to come out of their role. Explain that everyone is now going to leave their character behind and state their own name and one fact about themselves (e.g. where they live, favourite food or colour)