

BUILDING EMPATHY

CHALLENGING BULLYING



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PURPOSE

To help explore and build young people’s understanding of the importance of empathy for positive and respectful relationships, and specifically the awareness of and empathy with young people from a migrant background.

GROUP

Ages 9 – 15 years

TIME

This can be a 65 minutes session, or spread over two sessions, by allowing more time for discussion under Activities 1-3.

MATERIALS

Map of the world (or smaller maps if doing Activity 1 in groups);

- red, blue, green coloured dots and post-its
- video mentioned below downloaded or internet link
- Cards/post its for final pledges

LEARNING OUTCOMES

By the end of this lesson, learners will:

1. build on their understanding of empathy by considering the experiences of young people from a migrant background
2. have considered the importance of the sense of belonging in a community and how they can contribute to this in their settings
3. understand the impact that bullying and racism have on young people.

It is important to note the sensitivity of these activities for some young people, particularly for care experienced young people who may never had an experience of belonging.

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

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

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

INTRODUCTION AND AGREEING ON RULES (5 MINUTES)

Explain this is an activity of exploration where everyone should be respectful of each other’s ideas and stories- a safe space where nobody will be judged on their answers or opinions. This is a safe space where participants can be honest and also respectful of each other’s personal stories.

Review previous knowledge and learning about bullying and discuss definition.

Display and discuss learning outcomes- today’s learning will expand on previous discussions on anti-bullying and further develop young people’s commitment to and understanding of the importance of choosing respect.

ACTIVITY 1: SLIDE 2**'WE ARE ALL FROM SOMEWHERE' – PLACES WE BELONG TO (10 MINS)**

Place the world map on the floor or on a wall. Use sticky coloured dots (red, yellow and blue) and ask young people to take turns and mark their life journey on the map showing **where they were born**, **where they live now** and **where they would like to live in future** (they could also say why they picked the country they want to live in).

Red- 'I was born in...'

Blue- 'I now live in...'

Green- 'I would like to live or travel to...because...'

The facilitator could start the activity as an example, then ask the young people to take turns. This can be done as a whole class or in smaller groups, with 2-3 smaller maps.

Have a group discussion about how places where we are born or where we live mean a lot to us and our sense of belonging.

SLIDE 3: DISCUSSION

What does it mean to belong in a place?

How does it feel to belong?

What helps us feel like we belong? (e.g. language, familiarity with culture, actions of others?)

While some people stay in the same places, others move- introduce the idea of migration. People move across countries all the time.

In 2017, there were 258 million people living outside their country of birth- 3% of the Worlds' population. One in every 30 people is a migrant. More statistical data available at: <https://www.theguardian.com/news/2018/sep/10/migration-how-many-people-are-on-the-move-around-the-world>

Many of the people who move countries are children and young people. One in seven of all migrants is a child or young person. Introduce the idea of a child or young person moving countries or places and what that means:

What objects would you take with you?

What would you miss most about the things or people you can't take with you?

How would you feel about people you have to leave behind?

Ask young people to write on post-it notes words for objects they would take- young people to work individually, then to post their post-it notes on a wall or similar display, to get a sense of collective views on what things are important to young people.

For older learners, the concepts of migrant, refugee, asylum seeker can be clarified now. Emphasise people have always moved. When one moves countries, they have a **right to feel they belong.**

Tip

Carol Ann Duffy's poem Originally (<http://www.poetrybyheart.org.uk/poems/originally/>) could be used here with older learners to read out a few lines.

Migrant- someone who moves from one country to another (international), but also moving from a region to another within the same country (internal migration). In the European Union, people can move from country to country to live and work.

According to the 1951 United Nations Convention, an asylum seeker is someone who has left their country of origin and is seeking protection from persecution. A refugee has already received such protection. Seeking asylum is a human right- anyone should be allowed to enter another country to seek protection.

It is also relevant to link to the UN Convention on the Rights of the Child (UNCRC), particularly Articles 7 and 22 – the right to a name and to belong to a country and the rights of refugee children. For more information visit the Children and Young People's Commissioner Scotland's website: <https://www.cypcs.org.uk/rights/uncrcarticles>

ACTIVITY 2: SLIDE 4 'THE MEANING OF HOME'

SLIDE 5: WHICH PLACES DO YOUNG PEOPLE BELONG TO AND FEEL AT HOME (10 MINS)

Ask the group to think of places they find meaningful now in their everyday lives: their home, their neighbourhood, their street, school, local library, leisure centre etc. or places further away that mean something to them.

- **What makes someone feel 'at home'?**
- **What feelings would you associate with home- e.g. safety, belonging, love, recognition, support?**
- **What helps young people here at this school/youth group feel like they belong?**
- **Is there anything that sometimes happens here in this school or youth group that doesn't help young people feel like they belong?**
- **What happens when people do not feel like they belong?**
- **How can people who move to a new place feel like they belong? What can communities do to make them feel they belong?**

This activity can be done as a group conversation, working on word clusters or using post-its on a wall to identify feelings and relationships. For younger children, the activity can involve drawing a picture of 'home' or their school and discussing the drawings.

SLIDE 6: WORD CLOUD

You may wish to use this visual as a conversation prompt throughout the session.

SLIDE 7: SCOTLAND IS OUR HOME

Tell the group you will now watch a video showing three girls who have moved to Scotland from other European countries and children and have made Scotland their home:

<https://www.channel4.com/news/the-brexit-fears-of-the-children-of-eu-nationals>

or at www.migrantyouth.org

For younger children, the video may be quite long and you may wish to focus on the first few minutes, cutting out the Brexit discussions at the end.

SLIDE 8: ACTIVITY 3: RACISM AND BULLYING OF MIGRANT CHILDREN AND YOUNG PEOPLE (30 MINUTES)

Racist bullying can take many forms, such as:

- Name calling, particularly (but not exclusively) using racist language / language reflecting stereotypes about ethnicity
- Spreading rumours and gossip about a young person, which may either draw on stereotypes about ethnicity or on their lack of conformity to these stereotypes
- Physical behaviour motivated by prejudice against someone's ethnicity or perceived ethnicity, such as hitting, tripping, pushing or kicking
- Intimidating someone because of their ethnicity or perceived ethnicity
- Using threatening racist language or behaviour (including non-verbal communication such as gestures, looks, written communication or displaying images)
- Not letting someone join in with group work, conversations, activities or games because of their ethnicity or perceived ethnicity
- Damaging property (including personal or school property) with racist graffiti
- Stealing from someone, motivated by prejudice against their ethnicity or perceived ethnicity
- Many of these behaviours can also take place online, through social media or through messaging platforms.

We are going to look at Eastern European young people's experiences of racism and discrimination, which often happen due to prejudices people have against migrants and people born in other places who now live in Scotland.

With older groups- this is a good moment to discuss Brexit as an example - do you think Brexit created an 'us' and 'them' feeling? What impact does divisions like these have?

Researchers have asked 1,000 young people aged 12-18 who moved to the UK from countries in Eastern Europe what their experiences are like in schools and public places- this is what they found:

- Over 75% of Eastern European young people said they were victims of xenophobic attacks or bullying – that's 3 in 4 of all the young people asked
- Many said they had seen more racism and bullying since Brexit- and in some cases, they were unhappy at school because of these incidents happening to them on a daily basis

Older groups can read the research briefing:

http://www.migrantyouth.org/files/2016/08/Briefing1-Here-to-Stay-Racism_web.pdf

SLIDE 9:

The three girls shown in the video have experienced racist incidents, discrimination or prejudice based bullying. Pupils are to discuss the scenarios in groups and record their thoughts about:

1. How do the young girls in the video feel? How might you feel in their situation?
2. What impact might this behaviour have on their lives?
3. Why should the incidents they describe not be allowed to take place?
4. What would you do if you were one of their peers?
5. What could be done to make these young people feel safe and that they belong?

SLIDE 10, 11, 12

CASE STUDY 1: MARTA

Marta has experienced prejudice-based bullying at school. She was regularly excluded from friendship groups, her peers often mentioned her accent was 'different' or 'strange' and she was often called names, like 'Polish cow'. Her classmates would laugh when she would come up to the group and move away to the other side of the school grounds, leaving her alone. She says she now feels like an outcast when visiting Poland, too.

CASE STUDY 2: KITTI

Kitti is Hungarian and she said she is worried to speak her mother tongue in public places since she has been verbally attacked by a person on the bus and told 'to speak English'. She feels her mother tongue is important to her sense of identity and belonging and it is her home language. Kitti now feels that she needs to act more like a Scottish person to 'blend in'.

CASE STUDY 3: OLIWIA

Oliwia is 12 and she moved to Scotland as a young child. She feels she is being judged by her peers for not being born in Scotland, although she has learnt the language and thinks that where you come from does not define you as a person.

In addition to the three cases above, other experiences of racism and bullying can be discussed. These are genuine examples from young people in Scotland from the 'Here to Stay?' study:

'It's happening at school. I am getting bullied and I feel like they're bullying me because of my nationality as they do sometimes say racist things to me.' (Lydia*, 14, Poland)

'It varies, but one of the things that happened at school was people telling me I should be working in the dining hall or cleaning their houses as I'm Polish. Obviously that's a stereotype and I'm pretty sure they were just having a laugh, as that's the type of humour we have.' **(Carmen*, 15, Poland)**

'At my house when my neighbour called my brother an immigrant (although he was born here), at school I had people telling me to f**k off back to my country ,a girl throwing bricks and rocks at me and yelling racist things and more incidents.' **(Marlyn*, 16, Poland)**

'School, streets, bars... being told to go back to my own country, a couple of more severe incidents included having rocks thrown at me and me being chased down the street by a group of teenage boys.' **(Oksana*, 18, Poland)**

***pseudonyms used in place of real names.**

SLIDE 13: PLENARY DISCUSSION (10 MINS)

Discuss the importance of recognising prejudice based bullying, reflecting on our own behaviours (e.g. micro-aggressions such as everyday comments, actions or jokes which might be intentionally or unintentionally offensive) and the importance of reporting incidents if these are happening in school or other places. Young people who experience bullying can consider the options they have to get support, such as telling a trusted adult. Those who see this bullying behaviour should be encouraged to also report the incident. Young people can find it difficult to report bullying, and may fear this will upset adults or make the situation worse, you could explore this issue with your group to help find solutions to this issue.

Discussion points:

- What mechanisms of reporting are available in our school/youth group?(You may find it helpful to introduce learners to <https://www.fearless.org/en/give-info> - a mechanism for anonymous reporting where young people can report any crime)
- What can we do better?
- Where do young people report incidents, if these happen when not at school?

The session can conclude with an individual or collective pledge which aims to build empathy among young people in your setting.

I want every young person in _____ (insert name of school / youth group) to feel _____

These pledges can be displayed on a class wall or corridor and revisited in a few months' time.

PROJECT PARTNERS



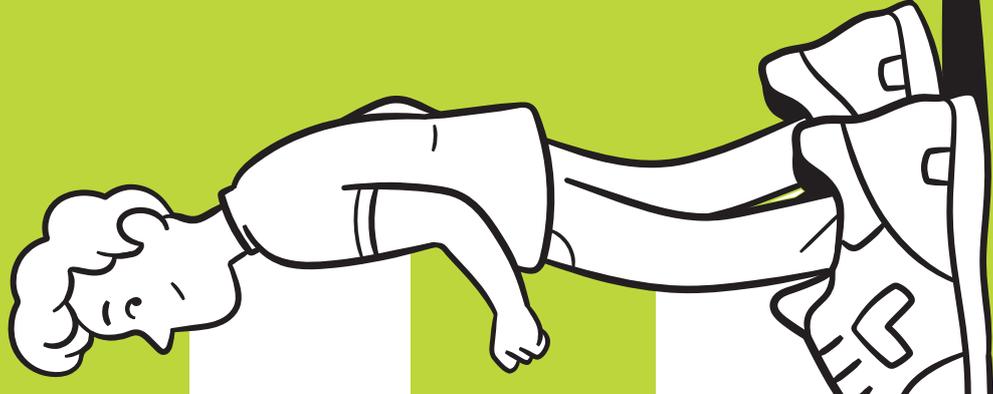
This materials are based on a research project called *Here to Stay? Identity, belonging and citizenship among Eastern European settled migrant children in the UK*, funded by the Economic and Social Research Council (ESRC), grant no. ES/M011038/1.

Have you used these materials? Let us know how useful here:

<https://www.surveymonkey.co.uk/r/heretostayimpact>

**I WANT EVERY YOUNG
PERSON IN**

TO FEEL



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