

## Session 5

### Replacing teasing, taunting, bullying, peer pressure with respect and positive relationships

#### Rationale

Children at this age group are eager to belong to a peer group. In their eagerness, they may give in to or agree to do things which they actually may not want to do. They are often taunted and bullied by their peers, older children and at times by adults. They have a few ways of handling such incidents, ranging from retaliation, complaining to someone in authority, ignoring the taunts and at times, internalizing the damaging message. This can reduce a child's self-esteem. We need to help children understand that words, like the deeds of a person, describe and tell others about the character and personality of the person doing the taunting. Also learning how to be assertive helps the child respond positively to taunting and bullying.

#### Materials required

- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session 5 worksheets/Posters

#### Objectives of session 5

To impart and help children internalize the following messages:

**Core Message 1: Living in a group leads to a variety of situations and feelings.**

**Core Message 2: My peer group influences me as a person**

**Core Message 3: The way people words and act tells us about the character and behavior of those people.**

**Core Message 4: People may relate with each other in positive, ( healthy and safe) ways or negative (unsafe) ways. I can choose how I relate with people and who I befriend.**

**Core Message 5: I can learn to express my anger in an appropriate way.**

**Core message 6: I can be assertive when my safety or my values are challenged.**

**Core message 1: Living in a group leads to a variety of situations and feelings.**

Activity: Warm up and setting the context for safe relationships

Objective: To understand consent and decision making in a relationship

Facilitator asks students to stand in a circle

Facilitator explains the activity to participants: When the music plays they have to walk in the circle. When music stops, a number will be called out. They have to get into groups of that number. The ones remaining are out of the game and stand/sit on one side of the room. They become observers.

Clap while the participants walk around in the circle.

Facilitator stops clapping and calls out a number.

Participants form themselves in groups of that number.

Those in the groups return to their circle and they start walking when the clapping starts again. Those left out, join the observers. The activity is repeated a few times. Begin with large numbers. Eg. 30, 22, 15, 20 and come down to 4.

After a few rounds, facilitator asks participants to sit where they are standing only (in the same circle but those with back to facilitators can move to face in front) and do the processing:

- What was happening during this exercise – did you get pushed out of a cluster?
- How did that feel?
- Did you get pulled into a cluster? Did you want that? How did it feel?
- I noticed few people were clinging to each other. Why was that? How did it feel?
- Those getting out how were it for them?
- What did the observers notice about what was happening?
- Do these things happen in life sometimes? Give examples
- What does this exercise teach you about relationships?

Closure: Sometimes you get pulled against your will and that feels bad; people are competitive; you want to belong and getting left out feels sad/angry/anxious/guilty/shameful; winning feels happy/proud/shy; people want to stick to their friends; those who are strong get their way.

***Material Required***

Marker pen, Blu Tac / Board pins / Double sided sticking tape / Cello tape  
Marker pen, Chalk, Duster,  
Blackboard, Emoticons for feelings,  
Music player

**Advance Preparation**

Carry the Music player and a song to be played

**Tips for Trainers**

- Encourage children to speak up and participate by saying "Thank you for bringing that out/ pointing that out. Let us have more response"
- Be aware of your facial expression and body language. Children should not feel intimidated or rejected. Welcome each response, expected, unexpected or inappropriate.
- When answers are inappropriate, these should be discussed such that children realize why they are inappropriate.
- Incorporate hand gestures and voice modulation to capture the interest of the students.
- It would be advisable to keep your language simple and also to intersperse some words from the local language during your session as it will help students feel comfortable and understand concepts better.

## **Core Message 2: My peer group influences me as a person**

**Methodology:** At this age, do we feel a strong need to belong to a group? Why do you think this is so?

**Discussion:** Because our peers are in the same age group as us, we feel that they understand us better than others. When we grow up, our peers will be our main support. Since we are social animals, we cannot stay alone. Hence the need to be accepted in a group, to belong to a group, to be appreciated by the group members. Peer groups becomes so important hence many times we feel pressured to conform and to be accepted by our peer group.

## **Tips for Trainers**

- First ask the question to a single child and then put it forth to the other children. This helps giving every child an opportunity to answer as well as provides opportunities to clear doubts if necessary.
- If any child gives a different answer from the expected response, do not correct the child; rather ask the child to state the reason and use such incidents as points for discussion.

**Core Message 3: The way people talk and act tells us about the character and behavior of those people.**

Methodology: Role play:

You are on a busy street. The first person is in a hurry and is walking his way through the crowd by saying politely "excuse me please." Please give me some place".

The second person is also in a hurry but to make space, he/she pushes people apart and says "get out of my way!" "Move!".

When you saw both these people, what did you think about the behaviour of both these people. Did the words they used tell us anything about the behaviour of these people? What are the ways of dealing with people who tease or taunt you?

**Key Message to Communicate**

All of us have feelings and everyone feels happy, sad, angry, scared and confused at some time. We have learnt that we all have similar body parts. We now know that all of us also have feelings. If someone hits us, we do not like it and feel sad and angry. In the same way, when we hit others they also feel sad, angry and scared. We must treat others the same way that we would like them to treat us.

**The way we treat others defines our character.**

**Core Message 4: People may relate with each other in positive, ( healthy and safe) ways or negative (unsafe) ways. I can choose how I relate with people and who I befriend.**

Methodology: How would you define a positive relationship/ friendship? List responses.

Discussion: We have learnt that self-awareness (Knowing about ourselves) makes us confident. However, our ability to bounce back from difficult situations is not static throughout life. Each of us will have more or less strength at different times in our life and in response to different situations. It is our positive relationships, and our sense of personal power and competencies, that will allow us to reach out when we need additional support.

Now, we will discuss now about how we understand healthy and harmful relationships. A positive friend or an adult encourages you to do things that are safe and healthy and helps you learn and grow in healthy ways.

Methodology: Divide the board into two columns: Ask the students and list them on the two sides of the board.

- First category - characteristics which a person would look for in positive friends.
- Second category - characteristics which a person would think might lead to friendships which could be problematic or negative.

After the list is complete, read out each characteristic one by one. Ask them the children to elaborate on few of these characteristics and explain the rationale for inclusion of the characteristic. Use the following questions to further their thinking:

What types of behavior would you see in friends who possessed this characteristic?

How would having a friend with this characteristic help you?

**Refer to Annexure for Activity on ‘Looking for a Positive Friend’**

## Tips for Trainers

**Refer to Annexure for Activity on ‘Looking for a Positive Friend’.**

**Core Message 5: When I get angry/sad/any other uncomfortable feelings, I can learn to express my anger in an appropriate way.**

Discussion: It is ok to have feelings. It is ok also to feel angry. If I allow my anger to become more and more without expressing it, it suddenly bursts like a thundercloud. Instead, if I express my anger when it is still less, then I can express my feelings slowly, like a gentle rain.

We can hit/ shout/ scream/ not talk/ not play/ not speak/ call people names/ blame others/ break things/ not eat etc. All these ways do not explain clearly what we were angry about. Such ways can also complicate the situation further. The underlying issue may remain unresolved, and may even get worse. Therefore it is important to explain clearly what exactly made you angry – what was said or done – that made you feel angry.

Do - State your feelings, describe the situation and suggest a solution.

Do not label the other person. Do not call them names. Do not use physical or verbal violence. Describe what they said or did that made you feel angry. There after also suggest what can be done to set the things right.

It is better to express anger as it is building up rather than wait and let it burst like a pressure cooker!

**Tips for Trainers**

- Adapt examples to suit children's lived reality.
- Use stories to talk about feelings.

**Making Connections**

If children are able to express their feelings they will be able to seek help. This will also help them to seek help during uncomfortable situations.

**Core message 6: I can be assertive when my safety or my values are challenged.**

Methodology: How do I communicate assertively to say NO to peer pressure?

Discussion:

Aggression can lead to unsafe situations while submission reduces my self- esteem.

Brainstorm with the students' different ways to say "NO", such as, "get away", "I don't like that", "I will call the police", etc. Write all appropriate responses on the board.

Teach the definitions of three ways to respond: passive, assertive, aggressive

AGGRESSIVE is to break the other person's rights so you can have your wants or needs met.

Aggressive behavior is usually acted out when angry and could get you in trouble.

Example: You want to borrow your friend's book, so you take it. Or you ask, but if your friend says "no," you call her mean. Consequences: You might get to borrow the book if you just take it, but you've probably lost a friend ... and maybe other friends, when your reputation gets out.

Example: Your friend asks to borrow your book and you say "no" and shove him away.

Consequences: You don't lose the book but you may lose the friend... and maybe other friends, if they saw the argument.

PASSIVE is to allow your rights to be broken so the other person's needs or wants will be met. Passive behavior often makes you upset with yourself because you feel demeaned. (Explain demeaned)

Example: You're thirsty, you've forgot to get you water bottle, but you stand there thirsty instead of asking water from your friend. Consequences: You won't get to drink water. You feel thirsty and sad.

Example: Your friend, who never returns things, asks to borrow your pen and you say "yes," even though you know your mother is going to yell at you if you go home without it.

Consequences: You lose the pen. Your mother yells at you. Your friend, who has now borrowed three things, considers you a wimp and feels like she can use you whenever she likes. You may get a reputation as an easy mark.

ASSERTIVE is to protect your rights without violating the rights of others. Assertive behavior can help you feel good about yourself and keep a good relationship with others. Example: You ask "Is it OK if I borrow your book?" If your friend says "no," you say "OK". Consequences: You might have gotten to borrow the book. You've probably kept a friend. He may be willing to lend you things in the future.

Example: Your friend asks to borrow your book, but he hasn't returned the last two things he's borrowed. You say "No, sorry. Say, I wish you'd give me back my money and my math book."

Consequences: You might get your things back. You won't get in trouble with your father for your book being missing. You've probably kept a friend, who now will know he can't use you.

Also use examples of responding to breaking touching guideline in an aggressive/passive/assertive manner and the consequences of the same.

Explain that being assertive means being firm and confident about your feelings without hurting others. Being assertive is different from being aggressive.

Being assertive means speaking in a way that shows how I am feeling, so that I can be understood without hurting others.

Tell the students that the way a person says something carries a stronger message than the words he or she uses. Consequently, to interact with others in a respectful way, a person needs to be sure his or her body language and tone of voice send a respectful message. This is one responsibility people have as they communicate with others.

#### **Ways to resist peer pressure; being assertive and saying NO**

- give a reason for refusing /
- refuse repeatedly, consistently /
- reverse the pressure /
- leave the place /
- join another group which respects your feelings and values.

**Refer to Poster Saying No provided in the Annexure 5:2**

## **Concluding the session:**

Do a Role Play:

Shekhar is a 14 year old boy. Once when Shekhar is using the washroom, three older boys barge in. The boys make vulgar comments about Shekhar and laughed amongst themselves. Shekhar becomes very uncomfortable and feels scared of the boys. Gradually this turned into a frequent event. The boys begin to keep a look out for Shekhar and would follow him into the washroom. Every time he protested, they made fun of him for being scared and asked him to be a sport.

Q1 - What do you think Shekhar could do to resolve the situation? Discuss the question in your group. Think of the best solution. Prepare a 2 – 3 minute role play to act out the solution.

Q2 - If another child walked in and he saw this happening to a boy, what do you think he could do in this situation? Discuss the question in your group. Think of the best solution. Prepare a 2 – 3 minute role play to act out the solution.

## **Summarize and review the key messages:**

Ask children to share what they learnt today in the session

Reiterate:

**Core Message 1: Living in a group leads to a variety of situations and feelings.**

**Core Message 2: My peer group influences me as a person**

**Core Message 3: The way people words and act tells us about the character and behavior of those people.**

**Core Message 4: People may relate with each other in positive, (healthy and safe) ways or negative (unsafe) ways. I can choose how I relate with people and who I befriend.**

**Core Message 5: I can learn to express my anger in an appropriate way.**

**Core message 6: I can be assertive when my safety or my values are challenged.**

I can here to help you learn more about yourself, how you interact with others and how to be safe .I will come again and we will learn some more things.

## **Annexure 5:1**

**Describe healthy (positive) and harmful (negative) characteristics of relationships.**

Ask the students:

*How would you define a positive relationship/ friendship?*

*Be it a peer or an adult, it's also important for children to identify trusted adults/friends they feel they can turn to for help. Let them also know they can talk to these adults if they feel scared, uncomfortable, or confused. It's important to help children identify more than one adult and to update this list regularly.*

*Summarize the students' ideas with the following definition:*

*A positive friend or an adult encourages you to do things that are safe and healthy and helps you learn and grow in healthy ways.*

Distribute the Student Worksheet, On the Lookout for Positive Friendships, to each student. Tell the students to place a "+" in front of each characteristic they would look for in a positive friend. Indicate that they can add other characteristics that are important to them at the bottom of the page.

## Worksheet 'On the Lookout for Positive Friends'

### On the Lookout for Positive Friends

- Listens to you
- Encourages you to pursue your interests & talents
- Yells at others when he or she is angry
- Enjoys some of the same interests you do
- Hurts other people by making fun of them or calling them names
- Cares about how you feel and what you think
- Spreads rumors
- Uses physical force to get you to do what he or she says
- Stands up for you
- Does things you think are wrong or that your parents wouldn't approve of
- Lies
- Does things that are dangerous
- Encourages you to stay away from illegal activities
- Acts jealous
- Makes fun of you

**Write other characteristics that are important to you in positive friends:**

- When the students have completed the worksheet, divide the class into groups of 3-4 students. On the Lookout for Positive Friendship (slips of paper listing each characteristic), the group will discuss three categories:
  - One category should contain those characteristics which all members of the group would look for in positive friends.
  - A second category should contain those characteristics which all members of the group think might lead to friendships which could be problematic or negative.
  - A third category should contain those characteristics on which group members do not agree.
- Remember each individual may look for different characteristics in positive friends.
- Share any characteristics group members added at the bottom of their worksheets and write them on the board.
- Allow ten minutes to complete the task.
- After ten minutes, ask a spokesperson for each group to read the characteristics their group would look for in a positive friend.
- Compile a list of agreed-upon characteristics for positive friends on the board or on a piece of chart paper.

As the groups share their lists, encourage students to consider the rationale for inclusion of various characteristics. Use the following questions to further their thinking:

*What types of behavior would you see in friends who possessed this characteristic?  
How would having a friend with this characteristic help you?*

If groups categorize characteristics differently, ask the spokespersons to explain their group's rationale.

Ask the students:

*What characteristics in a friend might mean trouble or problems, perhaps even violence? Explain your answer.*

Post the title, "A Positive Friend...," with the outline of a person, on the board or chart paper. Post the words, "Shows Respect" and "Acts Responsible" on the board. Ask the children to define what they mean to you ( note responses)

Summarize their ideas on the board using their language to define these two words.  
Respect: showing regard for the worth of someone or something; not hurting others  
Responsible: taking care of self and others; keeping promises and commitments; being dependable; helping others. Explore the behaviors which demonstrate respect and responsibility while practicing the skill of listening.

Tell the students that one of the characteristics of positive friends mentioned by many students is being a good listener. Ask the students what a good listener does

or says (You can take up any other characteristic/s depending on children's worksheet or discussion).

Write their suggestions for effective listening behaviors on the board. Be sure to include the following:

- Stop what you are doing.
- Pay attention to what the person is saying.
- Look at the person.
- Ask questions to help the person talk about the subject, or rephrase what the person said.
- Don't interrupt.

Wait until the person is finished before you start to talk about something important to you. It's equally as important as to communicate your feelings and wishes to another

## Annexure 5:2 Poster on being Assertive

### Pick a good time and place:

If possible, think of a place and a time that you feel comfortable having this conversation. Decide what you want to say beforehand. This helps you feel in control of the situation.

### Body language:

Stand tall, keep your head up and keep eye contact. Feel strong and equal. Believe in yourself

### Say something positive first:

Begin by saying something positive to the other person, for example:  
You are my friend but ...  
I want to have a good time but ...  
I really like you, but I don't want to ...

### Use short clear statements:

I don't feel like ...  
I think it's unfair to ...  
I'm not going to ...

### You don't need to give a reason:

Avoid being manipulated into giving further explanations. If the person requests a reason, repeat a short, clear statement, such as:  
"Because I'm not going to ..."  
"I've already said I don't want to and I'm not going to change my mind."

### Don't make it worse:

Don't accuse or blame the other person for anything, simply state your views and wishes. Listen to what they say and acknowledge their point of view.  
"Yes, I hear what you're saying, but I'm still not going to ..."



