



Experiential Workshop for Students: The Trading Places Game



Workshop Title: The Trading Places Game

Workshop Objective: The objective of this workshop is to experientially familiarise students with the roles involved in a bullying incident (the child who bullies, the child who is being bullied, the child who witnesses the incident, the authority figure, the parents, etc.) and to enable them to understand the phenomenon of bullying from the different perspective of each of these roles. Moreover, this workshop aims to provide an experiential introduction to potential models of resolution of a bullying incident in a way that would be mostly beneficial for all actors involved.

Total Workshop Duration: 90 minutes (2 teaching periods)

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Workshop Manual for the Class Leader (Teacher/Counsellor)

Section 1. How to Use this Manual:

In this manual you will find detailed instructions on how to lead this workshop. In preparation for leading this workshop, carefully read the **Important Take Home Points**. Please have these points in mind while leading the workshop and make sure they are addressed **throughout the workshop** and especially during the processing discussion (Part C). Each part of the workshop instructions includes a set of **STEPS**, as well as, a set of **Suggested Answers** for each of the steps that require it. Please note that it is up to you to effectively communicate the instructions to your students, so you should feel free to provide any further clarifications/explanations you deem necessary for your students to clearly understand each task at hand. Finally, the times assigned for each section are suggestive, i.e. you may modify them slightly depending on your students' pace and needs, ensuring that you allow sufficient time to **complete all parts of the workshop**.

Good luck and enjoy leading the workshop!

The ComBUS Team

Section 2. Important Take Home Points:

Note: As explained in the previous section, the Important Take Home Points are meant for the workshop leader to instil to the students throughout this workshop; especially during the group processing part of the workshop (PART C). The workshop instructions for the class begin in the next section (section 3).

- 1) Each bullying incident involves a number of different **roles** that children play. A role describes a particular type of behaviour involved in a bullying incident. **Important:** These roles describe **behaviours** not people.
- 2) Each child can play **multiple roles** depending on the situation; e.g. the same child who bullies in one incident can be the child who is being bullied in another incident, or the child who witnesses passively in a third incident. A child may even switch between different roles within the same bullying incident (e.g. pass from witnessing a bullying incident to engaging in bullying, and back to the role of witnessing).
- 3) Various **factors** affect which role a child will play each time; such as peer influence, environment (school vs. at home vs. online, etc.), and school climate.
- 4) Since all of these roles contribute to a bullying incident, children who play them share responsibility over what happens, and therefore have the **power to positively affect** what is happening by choosing to take action.
- 5) **Very Important:** Each child under the right conditions can choose to alter his/her behaviour. We should therefore **avoid using labels**. Labeling a child as "the bully", or "the victim" may send the wrong message that these roles are fixed and cannot be changed. It is important to use language that reminds us that that **a behaviour is not permanently attached to a child, and that the child can exhibit a different behaviour if he/she is enabled and chooses to do so**. Thus, instead of calling a child a "bully," refer to them as "the child who bullied"; instead of calling a



child a "victim," refer to them as "the child who was bullied", etc. and please make sure you students do so as well.



Section 3. Workshop Instructions:

Have you read the Important Take Home Points? It is important that you do so before you begin leading this workshop as they are meant to guide your reactions to students' answers throughout this workshop.

PART A: Experiential introduction to the roles involved in a bullying incident (30 minutes)

STEP 1. Introductory discussion: Begin by holding a short introductory discussion to the phenomenon of bullying. Have students come up with a definition of bullying by posing the broad question "What is bullying?" to the class. Note: if your students are already familiar with the broad definition of bullying you may go through this step briefly in order for the students to be reminded of the definition and examples of the phenomenon of bullying, and quickly move on to instruction b.

Suggested Answer:

- Bullying can be any action performed by a person or group with the intention of making another person feel sad, angry, anxious or fearful. Bullying can take many forms; it can be verbal (e.g. threatening, name calling, etc.), physical (e.g. hitting, pushing, breaking things, etc.), or behavioural/emotional (excluding someone, laughing at them, etc.). If you need more examples please refer to the Peer-to-Peer Support Guidelines and/or the Specialised Blended Learning Module for Teachers.

STEP 2. Have students generate the roles involved in a bullying incident along with a brief definition of each of these roles via brainstorming. Depending on the size of the group you can do this first in small groups (i.e. where you have the small

groups brainstorm while recording their ideas on a piece of paper), and then have each group contribute their results to the whole class while a student or you are recording the ideas on the board; you may also do the brainstorming directly with the whole class at once while someone is recording the ideas on the board.

Suggested Answers:

- The child **who is bullied**: a child who is the target of bullying behaviour by other children during a particular bullying incident.
- The child **who bullies**: a child who engages in bullying behaviour towards a peer during a particular bullying incident.
- The child **who witnesses**: a child who is present in a particular bullying incident without being directly involved either by engaging in bullying behaviour or by being targeted by it.

We will distinguish between **3 types of witnessing**:

- Witnessing actively by **encouraging** the bullying behaviour (e.g. laughing at the child who is being bullied);
- Witnessing actively by **discouraging** the bullying behaviour (e.g. asking the child who bullies to stop, or by comforting the child who is being bullied);
- Witnessing **passively**, i.e. neither actively encouraging the bullying behaviour, nor actively protesting against it. (note: this way of witnessing may also indirectly encourage or discourage bullying – depending on the situation – by providing the child who bullies with an audience. You may also discuss this point with the class when you discuss the role of the witness during the processing part of the workshop – Part C)

- The **authority figure**: a person who is responsible for ensuring the safety of the children in the environment in which a bullying incident takes place (e.g. teacher, counsellor, other school staff, parent, etc.)

Throughout this process please make sure you address the **Important Take Home Points**. Leave the answers (i.e. the roles and their descriptions) on the board so that the students can refer to them during STEP 3.

STEP 3. Divide the class into three groups and hand them the three suggested bullying incident scenarios. Note that you need to hand them out **only** the scenario (i.e. without the roles and suggested resolutions) so that they come up the roles and resolutions themselves.

Note: If you prefer and have time you may instead have the students generate scenarios themselves. In case you decide to have students generate their own scenarios, please note that it would be best **NOT** to work with real examples of particular incidents that have happened within your class, because that could lead to dispute over what exactly happened that could distract students from the exercise. It is however OK and even encouraged to use scenarios **of the type** that often occurs or has occurred within the class or the school, taking care to formulate it in a generic way, e.g. instead of saying “The time John was hit by Mark”, it can be “A time when one child is hit by another child”.

STEP 4. Ask each group to read the scenario and clearly identify the different roles involved in it, as well as, which character plays them (e.g. in Scenario 1 the child who bullied is Liz, the child who is being bullied is Anne, etc.).

STEP 5. Ask students to come up with possible ways to resolve the incident. Encourage them to think of the problem from the perspective of each of the roles involved, i.e. What could the child who is being bullied do? What could the child who is witnessing passively do? etc. Move between groups to help them in



that process and to check that their proposed resolutions are in the right direction (see suggested resolutions below each scenario).



STEP 6.

Suggested Scenarios & Answers:

NOTE: If the scenarios below include actual names of students in your class please take care to substitute them with other names.

Scenario 1: As students go out to the schoolyard for the break, Liz spreads a rumour that Anne smells bad because she doesn't like to shower. In the yard some children avoid Anne or hold their nose as they walk past her, while Liz and her friend Mark laugh and point at her. Stella, who is also with Liz and Mark, doesn't like what is happening but she is not asking them to stop because she is afraid that, if she does, Liz and Mark will not want to hang out with her anymore. Mr. Jones, the teacher who patrols the yard during the break, is talking with another group of students and has not yet noticed what is happening.

Roles in Scenario 1:

- **Child who was bullied:** Anne
- **Child who bullied:** Liz
- **Children who witness actively by encouraging bullying:** Mark; other children who avoid Anne or who hold their nose.
- **Children who witness passively:** Stella, other children who see what is happening in the school yard.
- **Authority figure:** Mr. Jones (teacher)

Suggested Resolutions for Scenario 1:

- Anne takes action:
 - She ignores Mark and Liz and finds a child or group in the yard with whom she feels comfortable to sit/play with
 - She calmly asks Mark and Liz to stop

- She talks to Mr. Jones
- Stella takes action:
 - She calmly asks Mark and Liz to stop, letting them know that making fun of someone is not a cool thing to do
 - She walks up to Anne and asks her to sit together during the break
 - She brings the situation to the attention of Mr. Jones
- Mr. Jones takes action (once notified or noticing the situation himself):
 - He calmly talks with Liz and Mark asking them to consider how Anne might have felt with what has happened encouraging them to imagine how they would feel if they were in her place. He cares to know why they would want to make anyone feel that way
 - He talks with Anne, asking her how she feels and encouraging her to speak up if anything like this ever reoccurs
 - He has Liz and Mark talk with Anne, in order for Anne to express to them how she felt about what happened, and for them to acknowledge it and apologise
 - He holds a class discussion after the break on the reasons a person might feel the need to make someone else feel inferior and on ways to deal with such situations

Scenario 2: Joshua is sitting in the front row of the class and Taylor and Maria are sitting two rows behind him. While the teacher Ms. Smith is writing something on the board with her back turned to the class, Taylor and Maria throw a little paper ball at Joshua. The paper ball is a folded piece of paper on which they have written: “you are fat”. Helen, who is sitting right behind Joshua and right in front of Taylor and Maria sees what is happening and reads what the paper says as Joshua unfolds it and reads it himself. Helen turns to Taylor and Maria and gives them a disapproving look.

Roles in Scenario 2:

- **Child who was bullied:** Joshua
- **Children who bullied:** Taylor and Maria
- **Child who witnesses actively by discouraging bullying:** Helen
- **Children who witness passively:** other children who see what is happening in the class.
- **Authority figure:** Ms. Smith (teacher)

Suggested Resolutions for Scenario 2:

- Joshua takes action:
 - He ignores it and continues to do what he was doing – he knows that if he doesn’t react and get upset as they expect they will get bored and stop
 - He uses humour (e.g. he writes on the piece of paper “more of me to love!” and hands it back to Taylor and Maria smiling)
 - He reports the incident to Ms. Smith
- Helen takes action:

- She calmly asks Taylor and Maria to stop letting them know that making someone feel sad is not a cool thing to do
- She hands a piece of paper to Joshua inviting him to do something fun together during break or after school and reminding him that people who need to put others down in order to feel good probably don't feel so good about themselves
- She reports the incident to Ms. Smith
- Another witness takes action:
 - They report the incident to Ms. Smith
 - They ask Ms. Smith to hold a class discussion about bullying
 - They let Taylor and Maria know that what they are doing is not cool
 - They hang out with Joshua during the break
 - They invite Joshua to do something fun together
- Ms. Smith takes action:
 - She holds an in-class discussion about what happened encouraging other students in the class to speak up when an incident like that occurs
 - She talks to Taylor and Maria asking them to consider how Joshua might have felt and why they might want to make anyone feel that way
 - She talks to Joshua encouraging him to express how he felt about it and to speak up if anything similar ever reoccurs. She encourages him to consider what possible reasons might make someone want to put down someone else (e.g. feeling jealous about his good performance at school? feeling insecure and



wanting to feel superior by making someone else feel inferior?
etc.)



Scenario 3: Gill and Aaron were best friends and used to share photos of each other. Recently Aaron felt that Gill was not as attentive to him anymore because she seemed to want to hang out more with Alice instead. In order to hurt Gill, Aaron decided to post online a photo that Gill had shared with him when she had fell and hurt her nose. In the photo Gill looks sad and her nose is swollen and red. Friends of Gill and Aaron see the posted photo and make comments. Laura comments “Wow that looks ugly...!”, while Alice comments “Brave Gill is pretty no matter what!”. Gill is devastated but is afraid to tell her mother because she has repeatedly warned Gill not to share pictures that she wouldn’t feel comfortable going public.

- **Child who was bullied:** Gill
- **Children who bullied:** Aaron
- **Child who witnesses actively by encouraging bullying:** Laura
- **Child who witnesses actively by discouraging bullying:** Alice
- **Children who witness passively:** other children who witness the posted photo and the comments.
- **Authority figure:** Gill’s mother, school teacher, counselor

Suggested Resolutions for Scenario 3:

- Gill takes action:
 - She calmly asks Aaron to delete the post and encourages him to talk to her about what caused his action
 - She ignores the post and the comments and let the incident be forgotten
 - She uses humour, e.g. by posting a comment such as “I totally looked like Rudolf that day!”

- She reports the post on the online platform that the photo is posted asking the administrators to delete the picture and the comments
- She discusses the incident with her mother, a school teacher or a counselor
- Alice takes further action:
 - She talks to Gill asking her how she feels about what happened and encouraging to talk about it with Aaron and/or her mother
 - She talks with Aaron about what happened, letting him know he is welcome to hang out with her and Gill
- Gill's mother takes action:
 - She supportively discusses with Gill possible ways that Gill herself may deal with it (such as those suggested above) and encourages her to take action
 - She proposes that Gill discusses the incident with Aaron, and invites both Aaron and Alice to do something fun so that Aaron doesn't feel left out
 - She discusses the incident with Gill and Aaron's school teacher in order for him/her to hold an in-class discussion about this and similar incidents

Part B: The Trading Places Game (40 minutes)

STEP 1. Clearly explain the rules of the game to the whole class:

The Rules of the Trading Places Game:

- a. **Assigning roles:** Folded pieces of paper will contain each of the role titles and will be randomly distributed to the students in each group. Each student will look at their paper to find out their role on this round of the game.

Note: The folded pieces of paper will be as many as the students in the group and will include the main scenario roles, as well as, as many passive witnesses as needed in order to complete the number of the students in the group, e.g. if a group consists of 10 children and a scenario has 4 major roles (child who bullies, child who is being bullied, authority figure, and active witness), the 6 remaining pieces of paper will write “passive witness”, indicating all the other children that are around when the bullying incident described in the scenario takes place.

- b. **Enacting the bullying incident:** Groups enact the bullying incident they have been assigned in PART A.
- c. **Enacting the bullying incident resolution:** Groups enact one of the incident resolutions they have generated in PART A.

Note: Ask students to act naturally and not to engage in stereotypical or excessive behaviour. If not already done so in Part A, divide students into 2 or 3 small groups for the game (up to 10 students per group)

STEP 2. Students switch roles within their groups and re-play the same scenario. This time they can enact the same or a different resolution if they have come up with



more than one possible resolutions of the incident in PART A. Ideally each student will get to play at least 2 different roles.

STEP 3. Each of the groups will present their role-play to the rest of the class (i.e. each group will act out one scenario with its resolution).



Part C: Processing the Experience of playing the Trading Places Game (20 minutes)

Note: Please make sure to keep notes of the processing discussion (in bullet points)

STEP 1. Reconvene with the class as a whole (ideally in a set up where everyone can see everyone else, preferably in a large circle) in order to have the students process their experience in the Trading Places Game. You may begin the processing by asking students to freely contribute their thoughts and emotions from playing the Trading Places Game. Make sure you guide the discussion to address the questions suggested in Steps 2 and 3 below, keeping in mind the **Important Take Home Points.**

STEP 2. Reflecting on the Roles: For each of the roles below probe students to express: What did they think in this role? How did they feel? What new did they understand about this role, his/her thoughts, emotions/motivation, and behaviour? What new did they understand about themselves while enacting this role?

- What was it like being the child who was bullying?
- What was it like being the child who was being bullied?
- What was it like being the witness of a bullying incident? (Encouraging bullying, discouraging bullying, witnessing bullying passively)
- What was it like being the person of authority?



STEP 3. Reflecting on the models of resolution:

- What was most and least helpful? (e.g. when was talking directly to the child who bullied a good idea and when not? when was humour helpful? etc.)
- How could we improve these models of resolution?
- What could we do differently from now on in order to make it more likely that we take the action need to bring about a resolution when a bullying incident occurs?

