

FOUR CORNERS OF BULLYING

MATERIALS |

questions posted in four locations around the room

OPTIONAL: "Ally Pledge" handout (see appendix)

OBJECTIVES | The objectives of this activity are to help participants better recognize bullying, to note commonalities in their experiences, to recognize ways that they have treated others unkindly, and to begin practicing ways they can act as allies and interrupt bullying in order to create a safe classroom.

FACILITATOR INSTRUCTIONS |

Ask students to brainstorm what it means to be a **bully**, a **target**, a **bystander** and an **ally**. Add information to help them understand these definitions.

- Bully (or aggressor): the person who engages in behaviors to harm, hurt, or intimidate someone physically, emotionally, or socially
- Target: the person being harassed by the bully/aggressor
- Bystander: a person who witnesses the situation but does nothing
- Ally: someone who works with and acts in support of the person or group being targeted, harassed, made fun of or discriminated against

Put the following four prompts on newsprint and put one question each in four different places in the room.

1. Describe a time when you were the target of bullying
2. Describe a time when you were the perpetrator or aggressor of bullying
3. Describe a time when you were a bystander of bullying
4. Describe a time when you were an ally or intervened in bullying

As a facilitator, prepare your own answers to each of these questions to be shared as you introduce the exercise. Choose answers that demonstrate that this exercise incorporates a range of identities. Since this exercise asks participants to be vulnerable with each other, also be aware of how your own examples model risk taking.

Divide participants into groups of three or four with one group situated in each corner of the room (for larger groups, assign two small groups to a corner rather than increasing the size of the small group). Set a timer so that each person in the group has 3 minutes to answer the question prompt (or you could give each group 10 minutes). They should share without others interrupting or asking questions. When they are done sharing the next person will go.

Once everyone has answered the question in their corner, groups should rotate to the next corner until all groups have answered all four questions.

DEBRIEF QUESTIONS |

- How did it feel to do this activity?
- What did you learn as you thought about and shared your own responses?
- What did you learn from listening to your classmates?
- What can we do to make sure people in our community are treated better?



SUPPORTING MEDIA |

<https://www.michiganlearning.org/creating-inclusive-spaces/>

NOTES |

EXTENSIONS: Invite participants to come up with skits or role plays for how they can be an ally if something similar happens again.

Ask students to complete the ALLY PLEDGE.