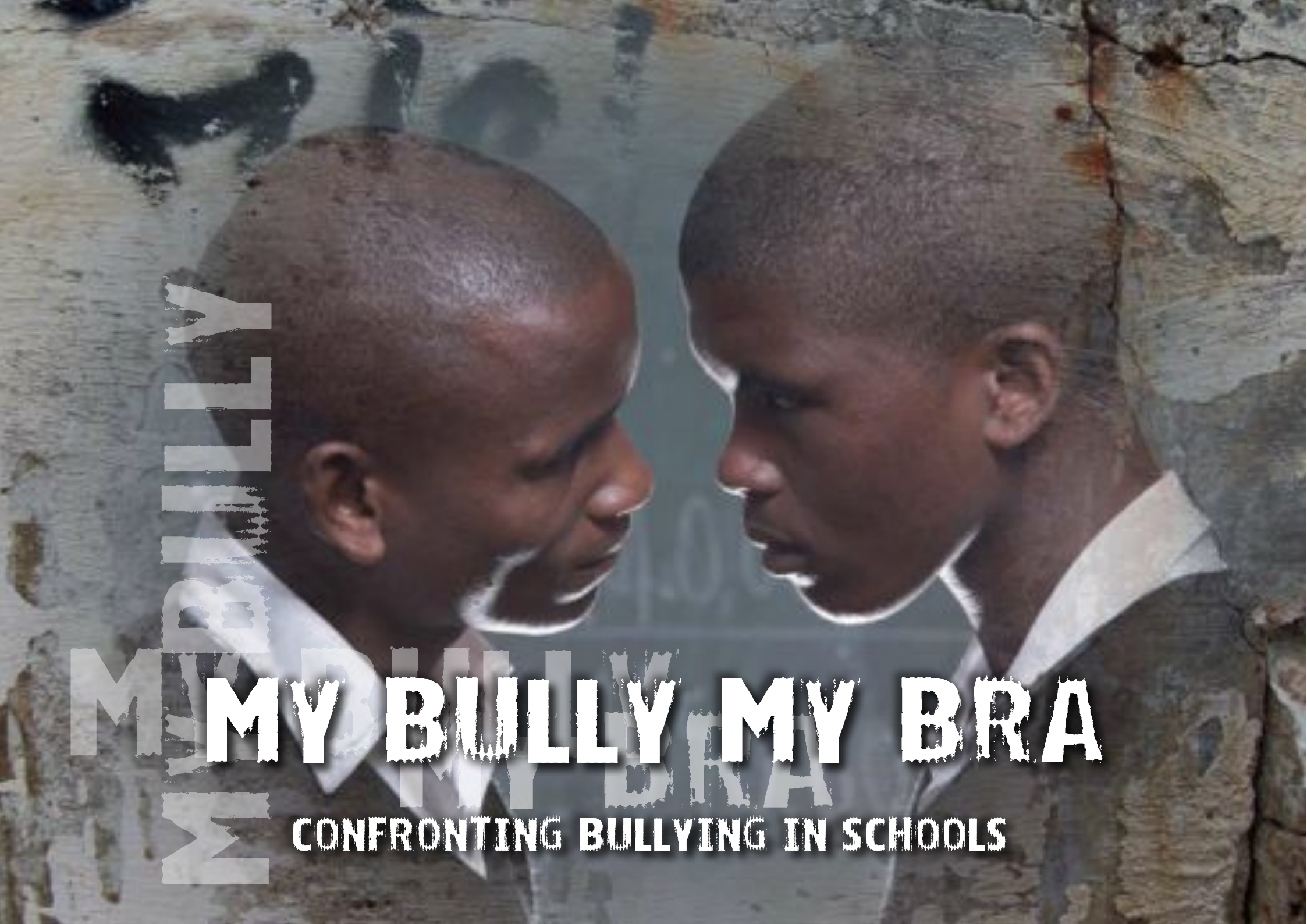
MY BULLY MY BRA
CONFRONTING BULLYING IN SCHOOLS

THE BULLY THE VICTIM THE BYSTANDER
By Queenie Sojola, Gloria Pikaan, Avril Knott-Craig

The bully –

Uvisa ubuhlungu apho akhoyo. (Spreading unhappiness wherever he goes.)

The victim –

I'm so tired when will it all end?

The bystander –

The power is in my hand.

I have been all three.

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Editors:
Avril Knott-Craig
Martin Struthmann

SECTION I

INTRODUCTION

Since 2008, while running the Non-Violent Schools Campaign in 18 schools in Cape Town, we have observed two significant things:

- **Bullying appears to be the cause of much of the violence in schools.**
- **The roles of bully, victim and bystander are not mutually exclusive. Most students can be all three in different contexts or even in the same situation.**

In a survey about the incidence of bullying at schools with 102 peace buddies, we discovered that 95% of the respondents had been bullied at some time in their lives. Of those, 50% had been bullied at school. We saw a need to start a discussion about bullying, to expose the bullies and find ways of significantly reducing the incidence of bullying in our schools.

In 2011, in partnership with the Metro South Education District (MSED) of the Western Cape Education Department (WCED), we launched an Anti-Bullying Campaign in all of the schools participating in the Non-Violent Schools Campaign. The main thrust of the Anti-Bullying Campaign is to empower bystanders to actively intervene in, or to report incidents of bullying, to become active bystanders and to influence others to join them until active bystanders form the largest group at school.

Elements of the Anti-Bullying Campaign:

- **Setting up Peace Clubs at schools and establishing Peace Buddies as custodians of peace and non-violence.**
- **Mobilising bystanders to intervene, non-violently, to stop the bully and protect the victim.**
- **Training Peace Buddies to act as peer mentors, to listen to reports of bullying from victims and to report the incidents to a trusted grown-up at school.**
- **Teaching the values of non-violence, and alternatives to violence, to all students at school.**
- **Making students aware of the toll-free number: Childline Hotline 0800 0555 55, by advertising it visibly in classrooms and public places in all schools, and also informing them that Childline is available free on *MXit* for online counselling, and through the website www.childlinesa.org.za.**

This work would not have been possible without the co-operation of all the Peace Buddies and Peace Educators in the Non-Violent Schools Campaign, whose work is featured in this publication. We thank Glen van Harte, Curriculum Manager from the MSED, for his time, enthusiasm and support and Dain Peters, Clinical Psychologist for his insight and participation.

The Non-Violent Schools Campaign and the Confronting Bullying in Schools booklet are made possible by funding from the Federal Foreign Office of Germany and the Institute of Foreign Cultural Relations (ifa).

confronting bullying in schools

Quaker PEACE Centre

CHILDLINE HOTLINE

0800 0555 55

SECTION II 1

UNDERSTANDING BULLYING

WHAT IS BULLYING?

From the
BILL OF RIGHTS

Freedom and security of the person
12. (1) Everyone has the right to freedom and security of the person which includes the right (c) to be free from all forms of violence from either public or private sources;

Bullying is an abuse of power; an action that is:

- **planned**
- **calculated**
- **intended to hurt**
- **and is repeated over and over again.**

Bullying is a form of violence. Bullies create fear in their victims, either because they themselves are experiencing feelings of disempowerment in another relationship or because they have learnt that this intimidating behaviour always gets them what they want. Bullies feed on this fear. They play power games and use intimidation tactics to threaten and create an atmosphere of terror. Bullying can be physical, psychological, verbal, mob-bullying or cyberbullying.

Whatever form bullying takes, it causes psychological trauma for the victim, which may result in low self-esteem and a withdrawal from social situations.

People who are bullied have difficulty concentrating in class and may not achieve their full academic potential. This will certainly result in an overall lower academic achievement by the school.

Bullying must always be taken seriously and never ignored. Some people believe that bullying builds character, it actually breaks down character and can cause depression, long-term psychological damage and even result in suicide.

An Anti-Bullying Questionnaire
Many people who are being bullied do not realise what is happening to them. They feel miserable but cannot say exactly why. Answer this questionnaire for yourself and see whether any of this applies to you. If some of this is true for you, then discuss your results with a trusted person.

		daily or weekly	a few times a year	once	never
1	Does anyone ever stop you from speaking up?				
2	Are you ever interrupted when you try to say something?				
3	Are you ever criticised because of your family, your spare time activities or hobbies?				
4	Does anybody ever threaten you over the telephone or cellphone?				
5	Does anyone ever pull faces at you or make threatening or rude signs at you?				
6	Does anybody ever say things to you that suggest something negative about you without ever saying specifically what they mean?				
7	Does anyone ever refuse to speak to you?				
8	Does anybody ever refuse to let other people speak to you?				
9	Does anybody ever stop other people from playing with you?				
10	Does anybody ever pretend that you are not there and just ignore you?				
11	Does anybody ever threaten to harm you?				
12	Does anybody ever constantly criticise the way you do things?				
13	Does anybody ever force you to do tasks for them?				
14	Does anyone ever force you to show them your homework?				
15	Does anyone ever force you to do their homework for them?				
16	Does anyone ever force you to give something of yours to them?				

		daily or weekly	a few times a year	once	never
17	Does anybody ever speak badly about you behind your back?				
18	Does anybody tease or embarass you in front of others?				
19	Does anyone ever call you stupid?				
20	Does anyone ever tell lies about you?				
21	Does anyone ever poke fun at your family or mock your background?				
22	Does anyone make fun of your religion?				
23	Does anyone make fun of your looks or your clothes?				
24	Does anyone shout at you or abuse you verbally?				
25	Does anyone ever call you by an insulting nickname?				
26	Does anyone ever threaten to beat you?				
27	Does anyone ever threaten you with a knife or another weapon? What weapon?				
28	Does anyone ever smack you?				
29	Does anybody ever deliberately hide your things so that you can't find them?				
30	Does anyone ever deliberately damage your property (like clothing, bicycle)?				
31	Does anybody ever sexually harass you?				
32	Who sexually harasses you and what do they do?				
33	Has anyone ever spread nasty rumours about you or told any lies about you on facebook, twitter or text message on a cellphone?				

Kasper, Horst. *(2004) Arbeitsmappe Konfliktmanagement in der Schule:* AOL Taglieber, Walter. *(2005) Berliner Anti-Mobbing-Fibel* .33

Five different types of bullying:

- **Physical** – using force such as kicking, pulling, spitting, taking someone's lunch, shoving and more to create fear, threaten and hurt someone.
- **Psychological** – using dangerous mind games to create mental anguish in the victim. This form of bullying is hard to detect, crafty, invisible and is often ignored when reported and is very painful for the victim. This can take the form of excluding someone from an activity, pretending the person is invisible, walking out of the room every time the person walks in and saying unkind things about a person who can hear you. These incidents are very difficult to detect because the bully strikes when the victim is alone and can use gestures, body language, tone of voice and facial expressions to terrorise the victim. Emotional bullying and sexual harassment often take place in this way.
- **Verbal** – Challenge another person using violent language, name-calling, sarcasm and swearing to hurt.
- **Cyberbullying** – using technology such as text messages, email, twitter™, facebook™ and other social media to threaten, create fear, hurt and bad-mouth someone.
- **Mob-bullying** – using gangs and other menacing groups.

From the
BILL OF RIGHTS

Freedom of expression
16. (1) Everyone has the right to freedom of expression
(2) The right in subsection (1) does not extend to –
(c) Advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.

Some of the reasons for bullying taking place in our schools:

- **Homophobia –** students bully those whom they perceive to be gay and call them names like moffie or fag.
- A habit of **using abusive and violent language** which is humiliating, teasing, swearing at or insulting someone in any way. This is very hurtful and students are often not aware of the impact of the language they use.
- **Xenophobia –** usually people from other African countries are the victims in these incidents. Students say that visitors from Europe and the USA are more likely to be welcome at their schools. Those from other African states are called "makwirikwiri." (Xhosa slang meaning foreigner, used to describe illegal immigrants.)
- Some South Africans are bullied because of the **colour of their skin** or their culture and **religious beliefs**.
- **Jealousy**, which results in the damaging, stealing or hiding of somebody's possessions if that person has more (or is perceived to be financially better off) than the rest.
- Deliberately **excluding** someone from an activity or conversation because of physical features. For example because they look different, their hair is not smooth or they smell different from the others.
- An unspoken **belief that boys are better than girls** based on their sex. Boys make offensive sexual suggestions and gestures particularly in situations where the boys believe that they have power over the girls.
- **Spreading rumours** about another because of jealousy when someone is academically stronger, more popular or more successful than the rest. Revenge is also a reason in these cases.
- Students who speak with what is referred to as a **"model C accent"** (model C schools were previously "whites only" schools; those who attended these schools spoke with a "white" accent because most of the teachers were white), are resented and bullied in many schools.

The difference between a criminal act and bullying

Bullying at school

Bullying that involves physical violence can sometimes be serious enough to constitute a criminal act. Unfortunately, such cases are often labelled as bullying but not as crimes. It is important to understand the difference between these two terms so that criminal offences may be identified and addressed when they occur.

Bullying is an activity that creates fear and intimidation in a victim or group of victims. Physical bullying can involve kicking, shoving, punching or pushing and can result in injuries. An incident of violence can be classified as bullying and dealt with at school as long as it is a once-off occurrence and inflicts no more than minor injuries, bruising, scratching, abraisions and torn clothing.

Criminal acts at school or outside

Bullying can be classified as a criminal act if it involves serious assault. If students violently attack fellow students by hitting, kicking or punching and in so doing cause serious bodily harm beyond the scope of minor injuries, then these must be reported to the police immediately. Ordinary classroom equipment such as scissors, compasses, rulers, even pencils can cause grievious bodily harm.

Weapons

Students are forbidden to bring dangerous objects like guns, knives, pangas, spears, knobkerries and other cultural weapons onto the school premises. If a student threatens fellow students by producing any dangerous object at school, that student is in contravention of Section 61 of the South African Schools' Act 1996 Chapter 2.4 which clearly states:

(2) No person may –
(a) allow any dangerous object in the public school; (b) carry any dangerous object in the public school; (c) store any dangerous object in the public school except in officially designated places identified by the principal; (d) carry illegal drugs on public schools;

If a student stabs, shoots or seriously injures anyone at school with a weapon, it is a case of assault with intention to do serious bodily harm, and the matter must be reported to the police. Teachers and principals are not officers of the law, and cannot be expected to handle these situations without the assistance of the police.

Sexual Assault

A particularly serious form of violence is rape (when an individual is forced to have penetrative sexual intercourse without that person's permission). This is a criminal act which causes severe psychological damage to the victim. This must be reported to the police and cannot be dealt with by the school authorities alone.

Theft

If a student takes something from another person at school and the case is reported, the school may be dealing with a case of theft. Many teachers will ask the person who stole the item to return it anonymously within a given period so that no further action needs to be taken. If the item is not returned, a case of theft may be reported to the police.

From the
BILL OF RIGHTS

12. (2) Everyone has the right to bodily and psychological integrity, which includes the right –
(b) to security in and control over their body.

What can I do if I am being bullied?

If you are being bullied you must tell a trusted grown-up or peer. If a trusted grown-up or friend cannot be found, you can share your fears with another person who may help, like a priest, an imam or neighbour, in the form of a letter, text message or email.

Peace Buddies

It is common for victims to feel that it is their fault and to begin to lose confidence in themselves. Many victims feel like this but it is not the victim's fault and there is no need to feel ashamed.

Ask for help to learn how to tell the bully to stop or leave you alone in a strong, loud and confident voice. Victims say that it is only when they feel confident enough to confront the bully that they are able to get rid of their fear and take back their power.

for HELP:

- Call Childline Hotline 0800 0555 55. Childline is available free on MXit for online counselling, and through the website: www.childlinesa.org.za
- Rape Crisis is available on:
  facebook™ : Rape Crisis Cape Town Trust
  Follow them on;
  twitter ™: @rapecrisis
  Visit their webpage:
  www.rapecrisis.org.za

Or, for telephone counselling, phone:
Observatory - +27 (0)21 447 1467
Counselling line - +27 (0)21 447 9762

Athlone - +27 (0)21 684 1180
Counselling line - +27 (0)21 633 9229

Khayelitsha - +27 (0)21 361 9228
Counselling line - +27 (0)21 361 9085

SECTION II

2

UNDERSTANDING BULLYING

THE BULLY, THE VICTIM AND THE BYSTANDER

From the
BILL OF RIGHTS

Freedom and security of the person
12. (1) Everyone has the right …
(d) not to be tortured in any way; and
(e) not to be treated or punished in a cruel, inhuman or degrading way

Bullies like getting their own way and threatening people makes them happy. They use bullying to deal with their anger and frustration and enjoy feeling power over others. If there are no consequences to their bad behaviour, if the victim does not complain and if the bystanders passively, or even actively, support them, bullies will continue with the behaviour. In order for bullying to continue there must be a

- victim who feels powerless,
- an active perpetrator who feels power over the victim,
- bystanders who ignore the bullying
- atmosphere at school that is lacking in respect, discipline and good leadership.

Bullies seek attention from their peers by being loud and aggressive because they want to be popular. Bullies will seek their intended victim, test them and then wait to see how they react before they begin their full attack. If the victim does not complain or retaliate, the bully goes on to do more.

Some bullies are unhappy people; they are being bullied at home or are being abused. Their way of hiding their shame, frustration and unhappiness is to take their feelings out on someone else.

Because bullies feed on victims and need the feeling of power over another person to feel satisfied, simply removing one victim from the bully's reach will not stop bullies. They will find another victim. Bullies need help to stop the bullying behaviour.

Why do victims feel powerless?
Victims experience feelings of fear. Fear paralyses them and they do not know how to ask for help. Sometimes they do not realise that they are being bullied and they find it hard to discuss their feelings. In many cases victims blame themselves and believe that it is something that they do, or do not do, that creates the situation; they think it is their fault.

If students with low self-esteem and poor social skills are not popular, they do not have the support of the teacher or classmates; this is a lonely space to be in at school. Most young people want to be accepted by their peers and the feelings of rejection they experience amongst their peers will reinforce their poor self-image.

Some victims feel neglected by parents and caregivers at home. Many are bullied at home as well, and they begin to feel that they are a burden to their families.

It is very difficult in all of these circumstances to develop the confidence to ask for help, let alone assert oneself in the face of bullying. This creates a feeling of powerlessness which causes the victim to disengage from relationships in the family and with peers. They may not want to talk about themselves; they begin to eat more, or less, and may find it difficult to sleep and are thus unable to concentrate on school work.

If you feel depressed or suicidal, it may be because you are being bullied. Seek help from a trusted grown-up or teacher. It is difficult to deal with these feelings alone and if you feel despondent you may feel like giving up.

Bystanders
Bystanders are usually in the majority and are those who witness or hear about the bullying taking place. Part of the bully's strategy is to create the impression that most bystanders support the bully's actions. It is therefore up to the bystander to decide whether to support the bully or intervene to stop the bullying.

Bystanders who intervene are called ACTIVE bystanders. Bystanders who do not intervene to stop the bullying are called PASSIVE bystanders.

Why a passive bystander does not intervene to stop the bullying
They do not want the responsibility of getting involved because then the problem becomes their problem. Some bystanders believe that if it isn't happening to them it won't affect them. They fear retribution from the bully and the supporters of the bully. They are scared of standing out and sticking their necks out and prefer to hide because they are afraid that they may be attacked or hurt if they get involved.

Some bystanders are apathetic because they believe that even if they do intervene they do not have any power to influence the situation, so what's the point?

In all of these cases, the bully wins and has power over both the victim and the bystanders.

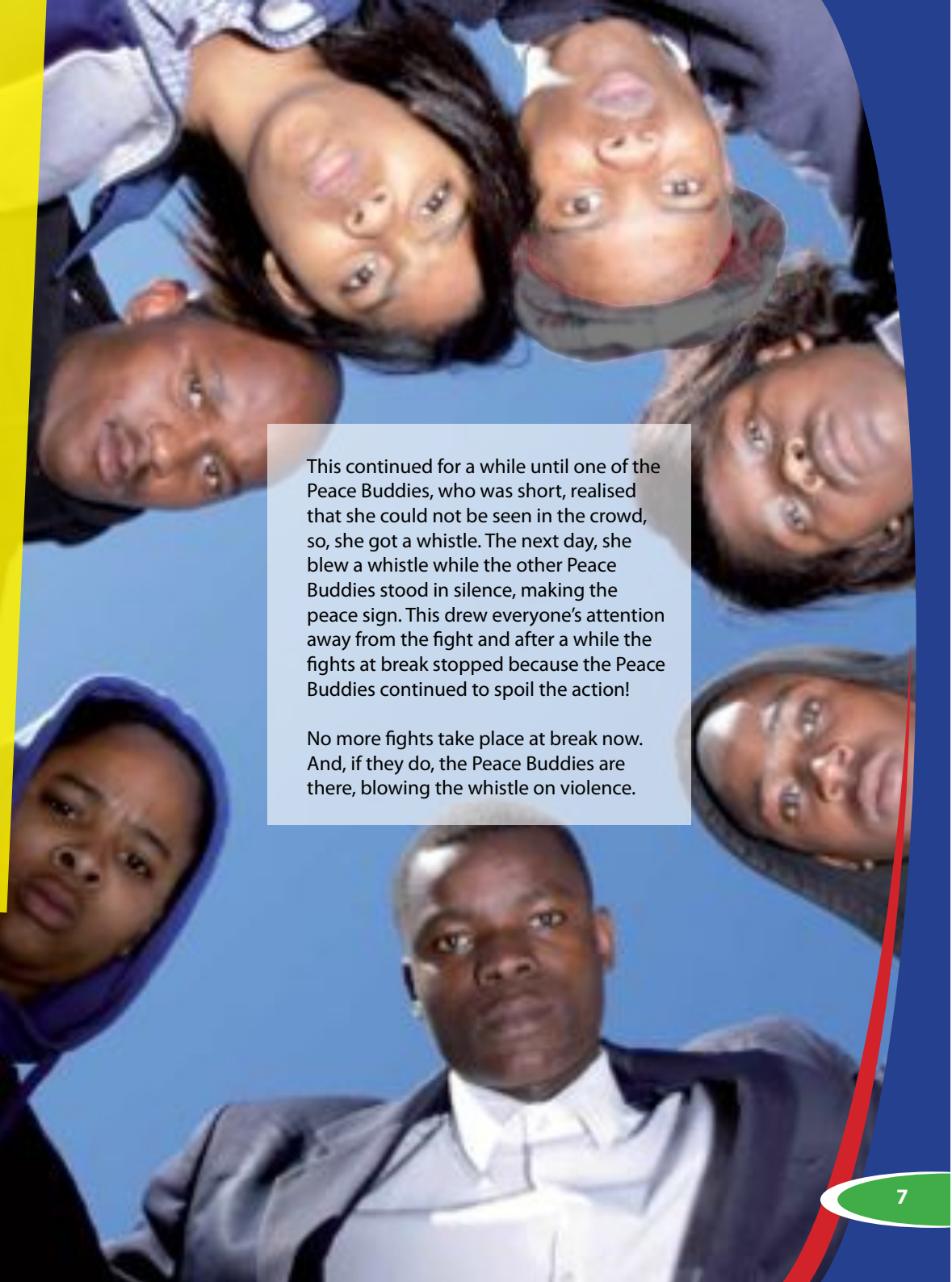
An active bystander
An active bystander believes that it is possible to influence the situation, especially if there is more than one bystander involved. They know that if active bystanders become the majority group at school, bullies will automatically have less power. If more and more bystanders co-operate and continue to intervene in all bullying situations, bullying will become less frequent.

It takes courage and strength to be brave enough to stand up and speak out against violence at school. Active bystanders need each others' support. Sometimes it takes a while for bullies to realise that they are losing their power over victims. Initially, they think that they are just not bullying hard enough and they increase the pressure. Bystanders must carry on until the bullies realise that they are no longer able to instil fear in victims, and that they no longer have the support of bystanders.

If active bystanders cannot stop the bullying, they must report the incident to a trusted person who will ensure that some appropriate action is taken to stop the bullying. They neither judge nor blame the bully, but rather offer the same support, counselling and listening to both bully and victim and encourage both the bully and victim to seek professional counselling.

Active bystander to Peace Buddy
A high school situated in a poor suburb of Cape Town had a problem with playground fights. Every day, a fight would erupt at break, and bystanders would gather around cheering on the fighters. It was part of the daily entertainment.

Peace Buddies decided to intervene. They encircled the group and stood silently, with their hands up making the peace sign. Bystanders began to take their attention away from the fight and look at the Peace Buddies. They were surprised.



This continued for a while until one of the Peace Buddies, who was short, realised that she could not be seen in the crowd, so, she got a whistle. The next day, she blew a whistle while the other Peace Buddies stood in silence, making the peace sign. This drew everyone's attention away from the fight and after a while the fights at break stopped because the Peace Buddies continued to spoil the action!

No more fights take place at break now. And, if they do, the Peace Buddies are there, blowing the whistle on violence.

PARENTS AND BULLYING

From the
BILL OF RIGHTS

28. (2) A child's best interests are of paramount importance in every matter concerning the child.

Signs that your child may be the victim of bullying
Never ignore sudden changes in your child's behaviour. If your child begins to withdraw from relationships and friendships, and stops talking about school or friends, you should try to find out whether the reason for this is that your child is being bullied.

If you notice unexplained injuries, bruises, or torn clothing, find out what is causing them. A telling sign is when the child does not want to go to school and finds all sorts of excuses to avoid going. If this is coupled with nightmares or disturbed sleep patterns, you need to find out what is causing the tension.

Bullied children may display aggressive behaviour because a victim of bullying will often bully someone else. Some victims get blamed for being bad-tempered and difficult, as they cannot find a way of explaining what is really happening to them. The child may suddenly develop mood swings or begin to engage in high risk behaviour like alcohol abuse or a new interest in drugs. In some cases, they may suddenly be reluctant to wash or clean their teeth, and they may also display changes in their eating patterns - either eating too much or too little.

Watch your children's behaviour and if they seem different, withdrawn or very angry, investigate the reason for the changes. Get medical advice and arrange to meet the class teacher and principal. Insist that action be taken to protect your child and that counselling be made available for both the victim and the bully.

If your child is a bully
It is difficult for parents to hear that their children are bullies. But it is important to deal with the problem, because if it is ignored it will get worse and the children may land up in more serious trouble. If bullying is dealt with immediately it can be stopped. Bullies may need counselling and will need to participate in a programme that teaches them how to deal with anger in non-violent ways.

If you notice signs of manipulative behaviour and a desire to be in control and powerful all of the time, try playing games with them like football, aiming a ball into a net or a game of cards. Observe how they win or lose. If they are consistently boastful winners or spiteful losers, it may be because they are feeling powerless in some aspect of their lives and you need to find out where. Talk to them

about winning and losing and explain that in life you never win all the time. It is important to spend undivided time with your children; find out their likes and dislikes and who their friends are. When they go out, know where they are going, and if they are mixing with a rough crowd, intervene and stop any bad influences. Bullies often feel neglected by their parents and believe that they are a burden and unwanted. It is important to show children that you do care about them by building healthy relationships with them; be parents they can talk to and trust.

Discipline must begin in the home and parents must remain responsible for the welfare of their children. There must be rules and consequences for destructive behaviour. It is equally important that you offer praise when they do well or show improvement.

Never ignore bullying in the hope that it will just go away. It won't!

Excerpts from the Western Cape Education Statement about Bullying

"The Western Cape Education Department (WCED) views bullying in a very serious light. Bullying represents an attack on human dignity and cannot be tolerated."

"We have to adopt a zero tolerance approach to bullying if we want to build a caring society based on the values of our Constitution."

"Parents should ask the principal if the school has an anti-bullying policy. Educators should also inform parents of the content of the Abuse No More protocol."

"Parents should approach the principal of the school concerned to report incidents of bullying. Parents can contact the nearest District Office of the WCED if they are not happy with the response of the school."

"Learners can contact the WCED's Safe Schools Call Centre for advice, at 0800 45 46 47."

For the full statement go to:
http://wced.wcape.gov.za/comms/press/2005/40bully.html
or
http://www.quaker.org/capetown/bullying/wced-on-bullying.pdf

SECTION III

4

TACKLING BULLYING

WHAT IS A PEACE BUDDY?

From the
BILL OF RIGHTS

Freedom of religion, belief and opinion
15. (1) Everyone has the right to freedom of conscience, religion, thought, belief and opinion.

PEACE BUDDIES

Peace Buddies are members of Peace Clubs at schools who believe that they can make a difference in their schools and stop the violence that disrupts their education. They promote non-violent behaviour and are the active bystanders who intervene when they witness or hear about an act of violence, or any form of bullying. They take on the role of defenders of peace at school. Passive bystanders allow bullying to continue. Peace Buddies are active bystanders.

Peace Buddies persuade their peers to become involved in Peace Clubs. It is in the interest of each student to become an active bystander, as one never knows when one may need help, and the more active bystanders there are, the more chance there will be of creating a non-violent school. Peace Buddies believe that they have the power and the energy to drive anti-bullying campaigns at school, as long as they work together and stand united against bullying in schools.

*"Disturbed children from Finland to Krugersdorp, and in fact all over the world, prepare to commit grave acts of violence on school grounds by posting messages on the Internet. Police try to monitor and predict which threats are just posturing and which threats are real. It is probable that the only people at schools who really know what is going on at ground level are the learners themselves. The fairly recent tragedy at Krugersdorp where a group of children egged on and encouraged the perpetrator of extreme violence probably would not be repeated at our schools as the **Peace Buddies** would stop this kind of play ground activity."*

Goldblatt, Geraldine. (2010) March Edition: Western Cape Education Department WCEDnews

PEACE CLUBS
These are formal structures which provide extra-mural activities for members and give them an identity as Peace Buddies. Their purpose is to significantly reduce levels of violence at schools.

Why peace clubs at school?
Peace Clubs...

- provide a structure where they can learn how to take on the role of the active bystander.
- provide a structure where Peace Buddies can learn about alternatives to violence as a way of handling conflict and dealing with problems.
- provide a safe environment for discussions about feelings and fears about social justice issues to take place without fear of reproach. Students like to talk about and debate issues that affect their lives; they have opinions and want to express them.
- give Peace Buddies the opportunity to form a shared identity and purpose. This gives them the confidence to promote tolerance and understanding amongst students and especially between different racial and religious groups.
- provide opportunities for workshops that teach respect for the dignity and worth of each individual regardless of gender, colour, origin, religious or sexual orientation.
- provide activities that enable the full development of the human personality – intellectual, emotional and social.

Quaker PEACE Centre PEACE BUDDY

TOWARDS A BULLY FREE SCHOOL

From the
BILL OF RIGHTS

Children
28. (1) Every child has the right –
(d) to be protected from maltreatment, neglect, abuse or degradation;

Code of Conduct

A bully-free school has a shared and clear definition of bullying known to everyone involved in the school. There is also an unambiguous policy about how to deal with bullying, which spells out consequences that are applied consistently across the board. Parents and students must be familiar with this policy and must acknowledge and sign agreement with it every year. There can be no tolerance of bullying and both the victim and the bully must be given access to counselling and support. Despite having all of these management measures in place, bullying may still occur, but it will not be able to continue for long.

Assemblies must be held regularly where the message about zero tolerance for bullying can be emphasised. Peace Buddies can also do presentations at assembly. Parents can be invited to assemblies or other gatherings, to learn more about the anti-bullying policy at school. A Peace Club must be established by committed teachers to accommodate all like-minded students who want to make their school bully-free. The members of the Peace Club must be trained in the Alternatives to Violence Project and be taught how to mentor both bullies and victims. They must be supported as active bystanders and must be recognised for the role that they play at school in reducing levels of violence.

A bully-free school is one that is child-friendly and free from violence, abuse and exploitation.

Ideas from Peace Buddies for creating a bully-free school

Drama Groups

Drama provides a safe space where students can play out ideas and feelings in simulated real life situations, and in so doing, can create meaning in their lives. The removal of trained arts teachers and their associated programmes from most schools means that students no longer have the benefit of arts to give vent to their frustrations and confusions. Very few students these days are given opportunities at school to express and discuss their feelings, fears or needs. These frustrations are channelled into anti-social expressions of anger and conflict and contribute to increased levels of bullying and violence in our schools. The drama classes and indeed all arts classes, help to bring about order from confusion.

Sports Activities

Peace Buddies also requested sports activities after school. Through sport, students are able to release pent-up energy and experience the benefits of belonging to a team as well as having to learn and conform to the rules of the game.

Parents should become involved in the extra-curricular activities at school and schools should use Bambanani volunteers (Unemployed members of the community, often parents, who are engaged by the Department of Community Safety and Security, for a nominal fee, to assist with safety at schools) and Learner Support Officers to help with safety. The school's code of conduct should have a rule about anti-bullying and bullying should be discussed in class and at assembly.

Peace Buddies must run an anti-bullying campaign and design posters about anti-bullying for display at school. They suggested that an anonymous tip-off box be placed in the Peace Buddies' meeting space, so that students can alert buddies when they are in trouble.

Drugs

Because so many students are bullied into taking drugs, an anti-drug campaign should also be run at schools.

A good idea for schools to do!

Every year a high school in Cape Town hosts and raises funds for a **LEADERSHIP CAMP** which they call the **BIG 5**. The camp focuses on discipline, drawing up a code of conduct and learning how to handle conflict non-violently.

The **BIG 5** groups that attend are:

- **The Representative Council of Learners**
- **The Peer Educators**
- **The Class Monitors**
- **The Art Department - students involved in environmental projects**
- **The Peace Buddies**

CASE STUDIES

JADE

Jade
When Jade showed her girlfriends the present her boyfriend had given her, she was surprised at their reactions. They weren't very impressed and made some snide comments about him. She was confused and couldn't understand their attitude.

That evening she went onto facebook™, and instead of seeing the usual chats between her friends, she was shocked to see that her friends had posted horrible stories about her, saying that her boyfriend had only given her a present because she was an easy slut.

Jade was devastated. She could not understand why they were lying about her like that. These were her friends! She felt empty and alone and thought that she would never have any friends again and could never trust anyone again. That night she couldn't sleep; she had a headache and a weird feeling in her stomach. She cried all night.

The next morning she told her sister what had happened and didn't go to school. She couldn't face the other girls because she thought everyone would know what they had said and wouldn't believe her if she told them it was not true. Her sister told her that she knew the truth and it didn't matter what her friends had said, because they were jealous of her popularity and her good marks. Jade knew her sister was right, but it didn't really make her feel any better. Eventually she plucked up the courage to go back to school after two days, because she didn't want to fall behind in class. Her friends watched her and sneered behind her back but Jade just ignored them. She was very quiet, did her work and sat alone and read her book at break. She felt very lonely. Her friends felt that they had won and had put her in her place because she had acted as though she was better than them, showing off her present from her boyfriend.

It was hard for Jade; she felt depressed. It was the first time in her life that she had no friends and she could not understand what she had done to make her friends so spiteful. But, at school, she didn't show her feelings at all; only when she was alone did she cry. And she slept badly.

The next day a girl in her class, she didn't know well, came and sat next to her at break and asked her if she was okay. They chatted a bit, and the next day they chatted some more and eventually Jade told Denise everything. Her old girlfriends saw this and were really fed up because it looked as though Jade was making a new friend. So they decided to confront Denise while she was sitting with Jade at break. They approached Jade and Denise the next day and asked Denise why she wanted to be friends with a loser and a slut. Denise, who was usually very quiet, was furious. She stood up and told them to butt out. She told them that their nasty

CASE STUDIES

comments and lies were a load of rubbish and everyone knew they were just jealous of Jade. She added that they had had their chance of being Jade's friends, but had spoilt it and now Jade didn't need them anymore, so it would be best if they just walked away and stayed away.

The three bullies were dumbstruck; they hadn't expected Denise to interfere. They actually felt very embarrassed by what Denise had said, especially because a lot of other students had gathered around to hear what was going on. One of Jade's friends was especially upset because she actually liked Jade and had gone along with the others because she had been too afraid to resist. That night she sent Jade an apology asking for forgiveness. Jade was still hurt by what had happened so she didn't reply immediately. Two days later she got another message asking if they could talk and Jade agreed. Although in the end she did forgive the girls, she never really felt the same about them again. Her friend admitted that she had felt intimidated by the other two girls and regretted not speaking up in the first place.

Jade realised that she had found a new friend and that had it not been for Denise, she would have been very lonely for a very long time.

CASE STUDIES

JOHN AND THABO

John and Thabo

John was taller than the other boys in his class and he soon learnt that his height intimidated the shorter boys. So he got them to do things for him. It started with making them carry his backpack after school, then he got them to carry messages for him, buy food from the tuck shop and eventually he realised he could get them to do his homework as well.

He decided that the most willing victim would be Thabo, who was very tiny, very clever and always did his homework. The other boys thought Thabo was a nerd because he was timid and didn't make much noise in class and they used to tease him and give him a hard time in the playground. So John struck a secret deal with Thabo. John would protect Thabo from the bigger boisterous boys in class if Thabo agreed to do all his homework and didn't tell anyone about the deal. Thabo was terrified of John and agreed to his terms because facing the other boys' teasing was far more frightening; double homework every day was much easier.

Very soon the teacher asked John whether he had copied his homework because it was very similar to Thabo's. John charmed his way out of the situation but then instructed Thabo to do the two sets of homework differently, so that the teacher wouldn't see that they were done by the same person. Thabo struggled with this because he always did the work correctly; how was he going to do the work for John correctly but differently from his own? He also had to deal with his mother's questions about why he had to work so late every night. She threatened to talk to the teacher, whom she thought was overloading the class with too much homework. Thabo begged her not to; he was so scared of what John might do to him.

After a month Thabo was a nervous wreck; he was getting too little sleep and wasn't eating properly. John then decided that because the deal was working very well, he would have to make a plan for the exams, because he hadn't done a stitch of work and Thabo knew a lot. He talked to Thabo about cheating in the exams. This was too much for Thabo; he went home that day and hid in the yard, shivering and crying. He badly wanted to escape from John but he was paralysed with fear of what John and his mates would do to him. His mother found him much later that day still crying. She asked him what was wrong and when he wouldn't tell her she decided she would have to talk to his teacher because her son just wasn't coping with his heavy workload. Again Thabo begged her not to, but this time she didn't listen.

The next day Thabo felt more terrified than he had ever felt before. His mother did come to school and Thabo was called to the principal's office but he didn't say a word about John or the deal. After school John cornered him and accused him of breaking the deal. Thabo protested and denied it but John called him a liar and stormed off. Thabo trembled on the way to the station fearing the worst. As he walked onto the platform a group of boys grabbed him and dragged him into the subway, they beat him up and tore up all his school books. Thabo was left lying on the subway steps. Somehow he managed to get home before his mother did. He washed, put on his pyjamas and sat watching TV. His mother was so happy when she saw that her son wasn't working so furiously anymore.

The next morning Thabo took himself off to school after filling his empty backpack with some of his clothes. He was quiet in class and at break Thabo walked through the school gates, down the road away from school.

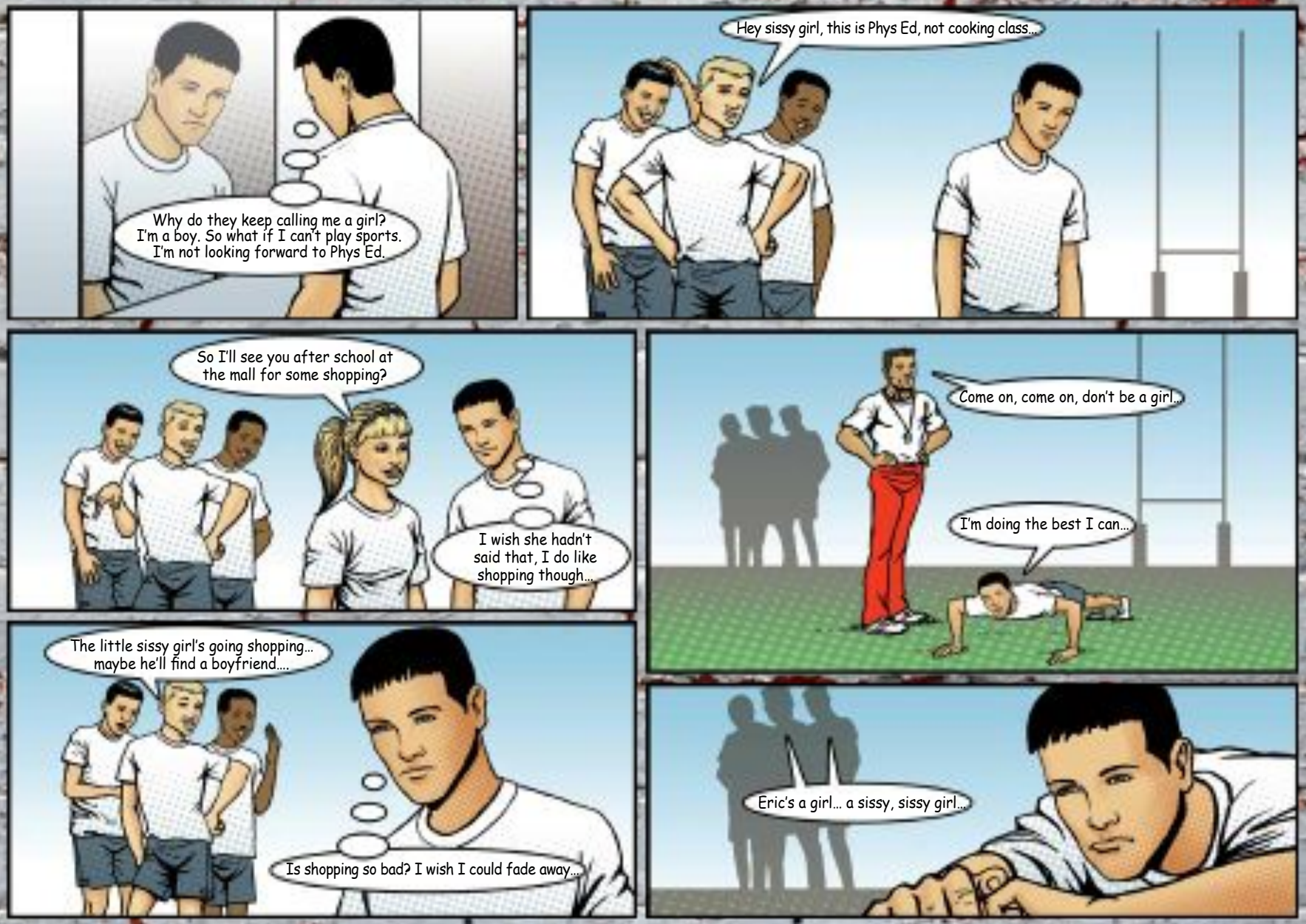
As he walked, he thought to himself. "Let's see who will do your homework now that I am gone."

CASE STUDIES

COMICS: MERWYN THE INVISIBLE

Why can't they hear me... What have I ever done to them? Why did Mom make me come to school?
What's wrong with Merwyn?
Merwyn I am talking to you... you have not been concentrating and seem to have lost interest
Nobody is interested in me... How am I supposed to concentrate...
Merwyn eat your food... What is going on with you....Go to your room...
Maybe I should pack my things and go...
My head hurts. Nobody likes me. I don't understand. My tummy hurts. What have I done?
If I leave, nobody will miss me...
I'm outta here. That will teach them, now when they pretend I am invisible, I will be.

COMICS: ERIC´S A GIRL



What's wrong with me... Why does everyone hate me... Why can't I be normal?

Quick boys cover yourselves Eric the moffie is here....
I'm not a moffie...

Maybe it will be better if I vanish, if I end it right now...

I'll disappear for good and show them! I'm not a moffie, I'm Not... I'm Not...

STORIES

Tinashe, Thandeka, Zinzi and me

By Athalie Crawford

There's this girl in my class called Tinashe that really used to irritate me. I used to get irritated just watching her sitting in her desk, but when she started to speak I really couldn't take it. I used to think like this: this girl comes from the same place as I do; she also lives in a shack, and I see her mother mopping up the water after it rains the same as my mother has to, but when she opens her mouth, you could swear this is a white kid from Constantia talking. The accent! And she knows everything; she's the first one to put up her hand in class and you can see she thinks she's better than us.

So naturally people didn't like her and they used to call her the coconut – you know that thing of being black on the outside but white on the inside? Well, if we called her that, she would just put her nose in the air and ignore us and I'm telling you if I was getting sick of her, it was nothing compared to my friend Thandeka.

Thandeka was the leader of the class even though she didn't come first or anything, but she's sharp and she makes jokes and everyone waits to see what she'll say first, if something comes up. She's popular and she was my friend and that made me a bit popular too. Well, anyway, the other thing about Miss Coconut was that she used to come to school with nice stuff – you know, like boots when the rest of us were wearing takkies.

On the day it all started to go down, she came to school with a purple sort of leather jacket that zipped up and looked really amazing, and Thandeka said to me, well, take a look at Miss Super Coconut today! She really loves herself, that one! I think it's time to take her down a little bit. How, I asked? We'll borrow her jacket for a bit, I think, said Thandeka. Um, I'm not sure, I said, and Thandeka said, come on, we're not going to steal it! We're just going to teach her a lesson about being a nasty little show off. What? Don't tell me you're going soft on me, Palesa? No, I said, but – But nothing, said Thandeka. We'll wait for her after school.

So after school, Thandeka and Zinzi and I waited outside the gate till she came out, and Thandeka said, hi, Tinashe, can I try on your jacket? She looked scared and said, Umm, actually I'm in a hurry. But Thandeka stepped right in front of her and said, take it off. She said, no! Leave me alone! She tried to get away but there were three of us and Thandeka can be scary when she wants to. Even me. So Thandeka grabbed her and Zinzi helped her unzip the jacket and we pulled it off her, and she said, please don't take it! My mother will kill me if I come home without it! But Thandeka just said, come on, you know there's plenty more where that came from, Miss Coconut, and listen, if you tell anyone, and I mean, anyone, about this, we'll get you. Do you understand? Do you? OK, as long as you get it.

So Tinashe went off sort of breathing heavily – I think she was trying not to cry in front of us - and I said to Thandeka, what are we going to do with the jacket now? Zinzi said, it's too small for me or Thandeka so you should take it, Palesa. I can't, I said! Where do you think I'm going to hide it from my mother? Palesa, Palesa, don't be such a baby, said Thandeka, make a plan! But you said we weren't going to steal it, I said! Well, we're not stealing it, we're just hiding it away for a little while, said Thandeka. I can't take it home, I said! So hide it at school, said Zinzi. So I put it in my bag and ran back inside the school grounds and stuffed it in the cupboard near the toilets behind a whole lot of plastic bags. It was literally moments before Mrs Fredericks the caretaker came round the corner and asked me why I was still at school. I said I thought I'd left my lip ice in the toilets but it wasn't there. Ja, you children must stop leaving your stuff all over the school, because you know it will

get stolen, said Mrs Fredericks. "OK", I said, bye, and I ran off. Mrs Fredericks is a really fierce woman and nobody messes with her.

So the next day, Tinashe didn't turn up to school and I was relieved and worried at the same time. Thandeka didn't seem worried, nor did Zinzi, so I hoped they were right. I managed to check that the jacket was still under the plastic bags in the cupboard, and they didn't ask me where I had hidden it, so I didn't tell them. I kept thinking about Tinashe somehow, wondering where she was and if she had told her mother. I was sort of holding my breath and hoping her mother wasn't going to come storming in to complain, so it was a long day for me.

The following day, Tinashe came to school and I could see she wasn't feeling her usual confident self, and surprise, surprise, she wasn't putting her hand up to answer the teacher's questions. I looked at Thandeka and she gave me a big smile and a thumbs-up, and whispered, look how fast little Miss Coconut is learning! You did well, Palesa! I was glad Thandeka was pleased with me but I was still worried that Tinashe had told her mother about the jacket. Then I remembered her mother cleans some rich lady's house and it's probably hard for her to take the time off to come to her daughter's school to complain, so I felt a bit better but I was still worried that Tinashe was going to tell the teacher.

The day went by slowly and after the last class, the teacher asked Tinashe to stay behind. Thandeka and Zinzi and I looked at each other. Uh oh. We hung about a bit and the teacher said, you girls can go now; I just want to speak to Tinashe. We went off but we were keeping a sharp eye out for Tinashe to come out of the classroom. When she did, Thandeka nodded at the gate and we followed Tinashe out. She pretended that she didn't see us but she did.

Then Thandeka said, hang on, girl. Did you tell the teacher? I just want a yes or a no. Tinashe looked away and she said in a low voice, I'm not talking to you. Zinzi said, she did tell him! I can see she did! Thandeka said, so you didn't take my advice, Miss Coconut? That's a pity. Wait, I said, if she'd told the teacher he would have done something about it. No, said Zinzi, he'll do something tomorrow.

Thandeka grabbed Tinashe then and said right close up in her face, did you tell the teacher? She burst into tears and tried to push Thandeka away and Thandeka just lost it and slapped her hard across the face, and she staggered back, losing her balance and fell on the gravel. Hard. We all looked at her lying there for a moment and as she started to struggle up, I saw there was blood and snot smeared over her face, and then I saw that Zinzi was actually going to kick her, and suddenly I knew that this was horrible, really horrible, and I shouted out, no! Stop it! Thandeka pushed me out of the way but I

could see Mrs Fredericks in the corridor with her broom, and I shouted at the top of my voice, Mrs Fredericks! Please! Come here!

Mrs Fredericks took one look and rushed up, shouting, what is going on here? What's the matter with her? What did you do to her? By this time I was just going for broke, and I said, we took her jacket and I hid it in the cupboard by the toilet behind the plastic bags and I'm sorry, Mrs Fredericks! Oh, you're sorry, she yelled! You're right! You are going to be very sorry! You go and bring her jacket to me now! This moment! Come here, darling, she said to Tinashe, let me wipe your face. You children should be ashamed of yourselves! Ganging up on this child. I know all your names and your teacher will deal with you tomorrow. And if I ever hear of any of you touching this child again, just remember that you will have me to deal with! Am I making myself clear? Even Thandeka is not a match for Mrs Fredericks with her broom, so after I gave back the jacket, we left in silence and parted without saying anything.

Of course I couldn't sleep worrying about what was going to go down at school with the teacher and also that I'd probably lost Thandeka's friendship for good. I was sure she'd call me an impimpi and refuse to have anything to do with me. I couldn't

tell my mother because I knew she would say, what is the matter with you, Palesa? Why do you do these things? Are you so weak that you must do everything Thandeka says? So I had a bad night and I was late for school.

When I got into the classroom, the teacher said, well, here she is at last. So, class, Palesa, Zinzi and Thandeka are responsible for a very serious incident and we are going to deal with it before we do anything else. Then he told everyone how we took Tinashe's jacket and the whole thing, and he said he was going to give us each a chance to speak. I looked at Thandeka and Zinzi and they were both looking down. There was a long silence, then Tinashe said, can I speak first?

So she got up – she was wearing the jacket - and I could see there was a big red scratch down her cheek from where she'd fallen on the gravel. She said, I know you don't like me because of how I talk and also my things, but you've never given me a chance to tell you how I got them; you just called me a coconut, and I hate it, ok? I want you to stop calling me that. And I want to know if any of you have ever had to live on the street? Because I have.

Nobody answered her but we were all listening, so she went on:

My mom got thrown out by her family when she got pregnant with me and she came to Cape Town and had me and we had no money. I don't know how long we lived rough before she got a live-in cleaning job with this old white lady that I used to call Granny when I was small. My mom said she was a very difficult lady and that's why she always had to get new people to clean her house before us, but she was always nice to me and she paid school fees for me to go to school. An ex-model C school – so that's why I talk like this. Anyway she was old and she used to forget things and sometimes she got lost and in the end her children put her in an old age home and they sold her house.

So then my mom and I had to go. Just like that. I mean they did give us some money but it didn't last long, so we came here to live, in the shack where we are now. And we were often hungry because my mom couldn't find a job. Then she had a dream that we must go to visit Granny at the old age home, so we did go, but Granny was confused and she didn't really remember us, and she said to me, what's your name, little girl? But the good thing was that when we were leaving, Granny's niece arrived to visit her and she remembered us from before. So anyway she gave my mom a job. And because the money isn't much, she gives my mom stuff for me that her kids grow out of. So I get some nice stuff, like this jacket. But it's just my mom and me. I've never seen my father. I know some of you may think I've got everything, but I would swop this jacket any day to have a proper family with a father who loves me.

She sat down and I don't know why, but we all turned and looked at Thandeka. I don't know how many kids know what Thandeka's dad is like, because she never talks about it, but I know because our shack is near hers and I hear what goes on. The teacher said, come Thandeka, what do you want to say to Tinashe?

Thandeka said she didn't want to say anything. But when the teacher started pressing her, she jumped up and said, ok, listen, Tinashe, you come with your hard luck story about how it's just you and your mom and all that stuff that you don't really want because you'd rather have a nice father! Well, we'd all like a nice father, Tinashe! I've got a father! But he's not nice! He doesn't work and he takes my mom's money and spends it on drink and then he wants to beat us up! And you know what else, Tinashe? But as she tried to go on speaking Thandeka's face just crumpled up and tears started pouring down. She sat down with her head in her arms on her desk and we all stared at her, shocked. Thandeka crying! Her big shoulders were heaving with sobs.

Then before the teacher could say anything, I was completely taken aback to see Tinashe go to her and put her arms around her. I waited for Thandeka to snarl and throw her off, but she didn't. So I got up and went to Thandeka's other side and I put my arms around her too. We just stayed there and nobody said anything, then I felt Zinzi's arms around us too. And by that time I think we were all crying.

So the way it turned out was that Thandeka and I are still friends, but we hang out with Tinashe a bit too these days. And of course Zinzi. Thandeka's father is still drinking but she's not afraid to talk about it now and we try and help her where we can. Mrs Fredericks still waves her broom at us and says, I hope you girls are behaving yourselves! And we say, yes, Mrs Fredericks, of course we are!

I AM AFRICAN

My mother thought she was making the right decision putting me in a mainly black school with lots of black kids my age. "You'll fit in in no time" she would say to me. "You'll make friends with all the pretty girls in your class".

The first day at my new school wasn't too bad. Even though nobody spoke to me I knew that it would take some time to get to know anyone.

Two weeks later I found myself in the same position, no one had spoken to me. I would sometimes hear the girls whisper as I walked past but other than that I had made no friends.

As far as my mother was concerned everything was fine. She thought I was fitting in and making friends so today I decided to do just that. I decided to approach a group of girls and properly introduce myself. The same group of girls that often whispered around me. At break time I mustered up all my courage and approached the group. "Hi, my name is Tadiwa" I said. Everyone kept quiet and stared at me as if I had said something awful. One of the girls, who seemed to be the leader of the group snarled at me. "Tadiwa, Tadiwa, Tadiwa… what do you want?" "I just wanted… um… to… introduce myself" was all I could barely say.

Everyone stared at me, I wished I wasn't there. "NO! WHAT DO YOU WANT HERE? In our country? We don't want you here. Leave Makwirikwiri!" As I walked away I heard the taunting erupt. Makwirikwiri. Makwirikwiri. Makwirikwiri.

That night I didn't feel like eating supper and stayed in my room. My mom asked whether I was feeling sick. I assured her that I was fine but I had to ask…

"Mom, what does Makwirikwiri mean?" My mom seemed shocked to hear that word and wanted to know where I had heard it. I had no choice but to explain the day's events to her. "My child Makwirikwiri is what South Africans call illegal immigrants, it is a slang term for people who they think have come to their country to steal opportunities from them."

My mother assured me that I was not an "illegal immigrant" and told me that it would just take a while for the kids at school to get used to me. But things didn't change. The taunting got worse. The girls became meaner and would even hold their noses, pretending I smell whenever I came near them. School became unbearable. I needed to do something but felt all alone.

A class assignment came up where we had to do an oral in front of the class. The topic of the oral was left up to us and I decided that I would speak about my country. I knew that it would take courage but I also knew that things couldn't get any worse. I stood up to do my oral and heard the Makwirikwiri whispers and saw everyone holding their noses. I just carried on walking to the front of the class.

"Hi, my name is Tadiwa and I am from Zimbabwe. In Zimbabwe my family were farmers and I had lots of friends. My mother, father, brother, sister and I were happy there. It is a beautiful land. One day, while working on our land some soldiers came to our farm. They were there to take my father. We were scared, we didn't know what was going on, only that my father was not willing to go with them. The soldiers beat my father as my brother and sister screamed and cried for help. My mother and I ran to try and get help but there was no one around. The beating eventually stopped and when the noise died down my mother and I returned to the farm…."

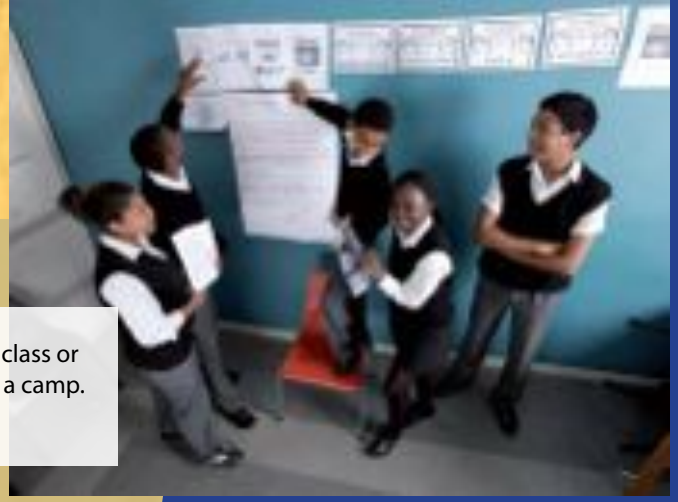
By this stage tears were streaming down my face as the class stared at me. "When we got back to the farm we found my father, brother and sister had been beaten to death and left in the fields. It was unreal, like I was in a nightmare. The only thing my mother and I could do was flee for our lives. We applied for passports and came to South Africa because it is the land of opportunity.

Living here has been hard because my mother is unemployed and only receives a small amount of help from my father's family but we are trying to rebuild our lives ourselves. I am black, but so are you. I'm from Zimbabwe in Southern Africa. I am African… And so are you!

The class was left speechless and I went home feeling vulnerable. Needless to say the taunting stopped and eventually people started speaking to me. Over time I came to explain that we were not here to steal opportunities because we believe that South Africa has enough opportunity for all Africans. Today I have close friends at school who I call my new family.

POETRY

Poems about anti-bullying can be done during lessons in class or with the Peace Clubs. This is the work of Peace Buddies at a camp.



WHAT IF THE CHILD IS MINE?
By Cherene Barlow, Alieya Yaghya, Lee-Ann Freeman, Faiza de Vries

Why do we stand one side
Letting these ugly things slide?
Not getting involved 'cos I am fine
But what if the child was mine?

Which child are you talking about?
The one who threatens and shouts
Or the one with the fearful look in his eyes
Using a smile with me as a disguise.
What if that child was mine?

Does it fill you to the brim,
When on a whim,
Somebody helpless becomes your victim?

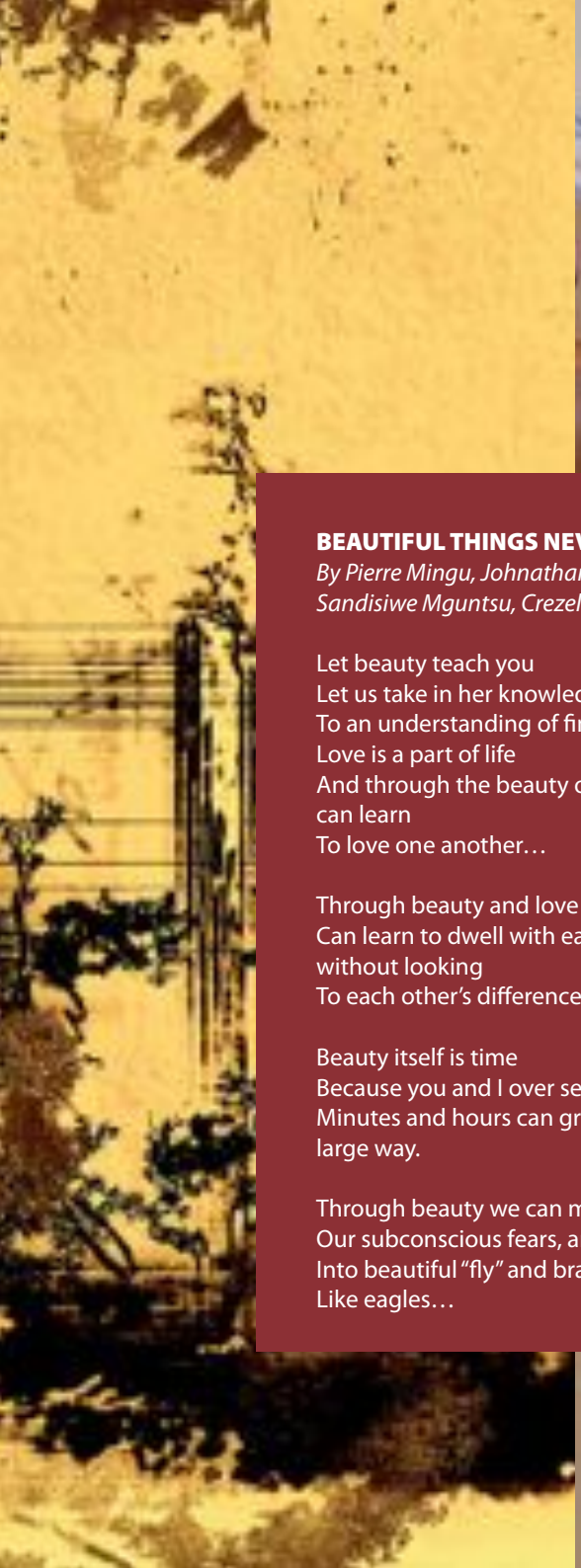
Help! Help! A silent plea,
I hear him calling me…
What if that child was mine?

Like a roaring lion ready to attack
Never alone, always moving in a pack.
With exposure how tame you've become
A grey insignificant louse
Nothing of a lion, all of a mouse!

What do I do if this child is mine?

BULLYING IS A BAD ACT
By Raphy Okito, Emerance Kasongo, Tamonne Cotodie, Wonderful Mangaliso, Andiswa Yawa

Bullying is the culture of the spiritual weak
Power of the powerless
They who bully do not acknowledge
our feelings
They turn our exuberant smiles
upside down.



POETRY

BEAUTIFUL THINGS NEVER FADE AWAY

By Pierre Mingu, Johnathan Naweji Mwambo, Sandisiwe Mguntsu, Crezelda Lukas

Let beauty teach you
Let us take in her knowledge as we come
To an understanding of finally realising that
Love is a part of life
And through the beauty of nature, society can learn
To love one another…

Through beauty and love we
Can learn to dwell with each other without looking
To each other's differences

Beauty itself is time
Because you and I over seconds
Minutes and hours can grow beautiful in a large way.

Through beauty we can mentally shed
Our subconscious fears, and grow
Into beautiful "fly" and brave creatures
Like eagles…

11 POSTERS

TAKE A STAND, LEND A HAND, YOU DO NOT HAVE TO FIGHT, BE POLITE
PEACE
BUDDIES
B S. FREE
NO BULL
STEPS To Follow!
1. CONFRONT
2. DO NOT STAND BY AND WATCH / PROTECT
3. INFORM SOMEONE :- FRIENDS EDUCATORS PARENTS PRIESTS ETC.
4. CREATE SAFE SPACE RESOLVE CONFLICT / INTERVENE!

Bullying Prevails When Good Men Do Nothing
DON'T HATE!! APPRECIATE!
PEACE
Whap!
PEACE!
BULLYING

PLANT WORLD WITH PEACE
PEACE
RESPECT
LOVE
"MAY PEACE BE THE ROAD THAT WE

GOVERNORS OF PEACE
STOP
STOP pretending that you're not seeing the bullys around you.
STOP the silence and SPEAK OUT
STOP PRETENDING that you're NOT HEARING the cry for help!
Bye-bye bad bystanders!
There's both the mind and hands to help out!

SLOGANS

BULLIES LEAVE BRUISES ON THE INSIDE
A bully to one is a bully to all
IT ISN'T BIG TO HURT OTHERS FEEL SMALL
PEACE IS WISDOM BULLYING IS OPPRESSION
bullies never win winners never bully
BEING BULLIED IS TOUGH BEING A BULLY TOUGHER!
IT'S COOL TO BE KIND
bullies hide behind silence speak out
BULLIES NEED BUDDIES
love the bully free the victim
outside soft inside!
BULLYING PREVAILS WHEN GOOD PEOPLE DO NOTHING
STEP UP SO OTHERS WON'T GET STEPPED ON

METHODS FOR DEALING WITH BULLYING

We'd like to make teachers aware that there are a variety of approaches for handling incidents of bullying. Teachers will choose the most appropriate approach for each incident. The No-Blame Approach and the Farsta Method come from Germany and Sweden, respectively. The German approach can be used with both individuals and groups, while the Swedish approach may be more suited to groups.

The No-Blame Approach and the Farsta Method dealt with here can be seen to be on a continuum of different approaches from an indirect approach on one end and a direct approach on the other end. The No-Blame Approach is indirect while the Farsta Method is more direct.

The approach used by the Anti-Bullying Campaign combines both direct and indirect aspects. It is similar to the No-Blame Approach in that we recommend that the causes of the bullying behaviour be determined, and that the bully be given an opportunity to learn new ways of behaving and be encouraged to join an anti-bullying campaign at school. However we also advocate that bullies face the consequences of their behaviour so that they learn that all actions have consequences and that anti-social behaviour has uncomfortable consequences.

No-Blame approach (approach without blaming)

This is a gentle method and good for primary school classes.

1. The talk with the victim
If a child is harassed, inform the parents and obtain their consent to do this process. Speak to the affected child about his/her feelings and stress and explain that these feelings are normal under the circumstances. Do not discuss all incidences separately, but find out who is part of this.

2. The conversation in the/with the small group
Hold a discussion with the support group or the class. Perpetrator and accomplices are present, but not the victim. Discuss the hurt feelings of the victim with them and explain that these reactions are understandable. Do not mention details but say rather that there is a child in our class who is not well; who knows, who I mean? How do you think, he/she is feeling?

Brainstorm and reflect the feelings on the blackboard:

- Sad
- Does not fancy coming to school
- Cries
- Angry
- Thinks he/she is stupid
- Lonely

3. Give responsibility
The teachers encourage empathy from the group/class: Who has experienced something similar? How did it make you feel? What can you do to change this? Get suggestions from them for ways of improving the situation of the victim, but do not demand promises.
For instance

- Play with him/her
- Share a packet of chips
- Lend an eraser
- Sit next to him/her
- Elect into the team
- Help him/her with maths
- Fetch him/her

Responsibility for solving the problem is delegated to the group.
Teacher: I trust that you will make it happen.

4. Follow-up
Speak to all involved students one-on-one after a week – also with the victim – and find out how things have developed. Give plenty of praise. Then thank the class for the new situation and express respect for their social responsibility.

Taken from Taglieber, Walter. (2005) Berliner Anti-Mobbing-Fibel .24

Farsta Method
When the teacher hears about a case of bullying, he or she has to:

Step one: Talk to the informant. Talk sensitively to the victim (be supportive and reassuring). Ask for a detailed account of what happened (What? Who? When? Who else? Where?) It is important that the bully does not know about this conversation yet.

Step two: Organise a supporting team of teachers and a quiet room which is suitable for serious conversations. Appoint someone to record the proceedings. Inform the other teachers that the bullies will be called in to the meeting one at a time. The meeting will take 3-5 hours.

Step three: The bullies will be called out of class to appear at the meeting. They will know nothing about the meeting beforehand. The teacher recounts to everyone what happened to the victim and confronts each one of them with the facts of what they did. The teacher must explain the situation seriously and must remain calm. Emphasise that bullying is unacceptable. Be prepared for apologies from the students. Try to get them to join in an anti-bullying campaign in the class.

Step four: When the process has been successful the teacher should thank everybody who helped to make this method work.

Devised by Karl Ljungström and team in Stockholm. Adapted from Anne Grüneberg, Claire Jeanblanc, Alba llado, Dorien Pieters: How can we encourage social empathy between pupils and avoid bullying? .15 -16

How to deal with Bullies and Victims
The bully must be separated from the victim and the victim must be protected. The principal must be informed of the situation and a meeting must be held with the teacher, principal and parents. Talk empathetically to the bully and explain the kind of distress the bullying behaviour is causing. Arrange with the Peace Buddies to meet with the victim and the bully separately. If there are no Peace Buddies, ask three teachers to help you to have these meetings.

The bully has to face the consequences of the bullying behaviour (as described in the Discipline Plan) while both the bully and the victim attend an Alternatives to Violence training and counselling session.

Teachers involved in dealing with bullying situations at school will use whichever approach is appropriate for their current case.

If the bullying is not solved, repeat the process or use another approach.

**Farsta is a place in Sweden where Karl Ljungström developed this approach.*

14 HOW DOES BULLYING AFFECT TEACHERS?

From the
BILL OF RIGHTS

Human dignity
10. Everyone has inherent dignity and the right to have their dignity respected and protected.

Teachers who are bullied by students begin to have discipline problems in the class; they begin to withdraw and are afraid to face the class for fear of not being able to control them. This is a desperate feeling and results in a loss of confidence. They find it difficult to concentrate on their work and begin to neglect their students. This can result in increased absenteeism from school because of stress and conflict, and could lead to more serious health problems.

These teachers may begin to display aggressive behaviour in class because they feel threatened, and so they become abusive to their students in self-defence. If the situation is ignored, and the teachers are not supported by their colleagues and principals, they may leave the profession because they feel like failures.

If the school is in an area with powerful gangs, teachers who live in this area may be too scared to discipline some students. Teachers at school must learn to support each other and work as a team. When teachers are being bullied by a student or students, they should know that they can turn to their colleagues for help, and that help will be forthcoming.

15 QUESTIONNAIRE

This questionnaire can help to obtain an overall impression of the goings-on in the classroom. It can be used for the class group as a whole, or for individual students depending on the situation. Do not be discouraged if you find out that bullying is taking place in your class: find out the reasons and deal with them one-by-one.

1. How do you feel in the class?	☐ **Good**	☐ **OK/So-so**	☐ **Bad**		
2. I feel the atmosphere in my class is	☐ **Good**	☐ **OK/So-so**	☐ **Bad**		
3. The solidarity in my class is	☐ **Good**	☐ **OK/So-so**	☐ **Non-existent**		
4. How do you regard the attitude of your classmates towards you?	☐ **Most like me**	☐ **Some like me, some not**	☐ **I am not well liked**	☐ **Most are mean/cruel to me**	☐ **I am completely ignored by others**
5. Which statement is true for your class?	☐ **One student is/some students are, nice to me.**	☐ **One student has control/a group of students has control**	☐ **A single student/a group of students torments the majority in the class**		

Arne Brassat and Maternus Honnen. *"Du bist schlimm!" – Handreichung zum Einsatz des gleichnamigen Videofilms in Schule und Unterricht.*
Taglieber, Walter. (2005) *Berliner Anti-Mobbing-Fibel* .16

A BULLY-FREE CLASSROOM

An example of a discipline plan for a bully-free classroom:

This classroom is a bully-free zone

Definition of bullying that is age and community appropriate **e.g. Bullying is any action that deliberately hurts someone over and over again.**

RIGHTS *I have the right to. . .*	RESPONSIBILITIES *. . . and therefore the responsibility to. . .*	RULES OF RESPECT	CONSEQUENCES *(examples)*	SUPPORT
Feel safe and unthreatened at school Keep my possessions safe from interference Voice my opinion in class Participate in group activities	...protect the safety of others and refrain from threatening any other person ...respect the privacy of the possessions of others ...allow others to voice their opinions ...allow others to participate in group activities without interference	**Enter** and exit the room without pushing or shoving **Sit** down in your allocated seat **Put** your hands up to speak **Remain** seated unless otherwise told **Do not** take or interfere with, other people's property **Do not** hurt yourself **Do not** hurt others **Do not** break anything	**First time:** Warning and verbal apology **Second Time:** Removal from class to work alone in a room away from peers near the principal's office **Third Time:** Spend break isolated from peers under supervision **Fourth Time:** Appear before a disciplinary committee.	Peer Mentoring by Peace Buddies Attend the Alternatives to Violence Project Counselling

Classroom management tips

- Draw up a discipline plan with students at the beginning of the year. Refer to it regularly and adapt it every term and apply the consequences and rules consistently.
- Be "streetwise" with the students. Find out what they know and show an interest in what they like and do. Get to know the individuals you teach. Get to know something about each student – this assists in relationship-building, which helps with discipline. Spend 10 minutes in the morning as often as possible checking in: "What is happening in your world at present? Tell us about something good that happened to you last week. What's on your mind? How are you feeling today?" Initially, not all the students will join in, but after a while more and more will want to participate. Don't force the issue.
- Have a room or a space where disruptive students go to work until they have agreed to abide by the rules of the class; this amounts to suspension within the school.
- Have discussions about issues relating to bullying and respect and set these topics for oral and written work.
- Teach your students about the relationship between rights and responsibilities; and between actions and consequences.
- Teach them about choices – making appropriate and healthy choices as opposed to risky and anti-social choices.
- Journal writing: If the teacher respects the privacy of the students, good communication channels can be set up.

How to support the active bystanders:

- Support them openly so that all students are aware of your support
- Discussions and sharing sessions in class about how to reduce the levels of bullying at school
- Alternatives to Violence Project
- Camps
- Sports and games
- Writing newsletters

From the
BILL OF RIGHTS

Equality
9. (4) No person may unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.

- Publishing articles
- Having social meetings
- Performing random acts of kindness
- Listening and sharing problems and solutions
- Make the Peace Club visible and popular by designing your own symbol or logo onto wrist bands, t-shirts, head bands
- Meet with Peace Clubs from other schools and draw up programmes for activities.

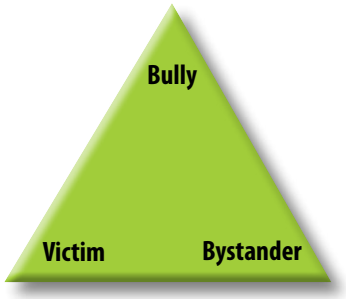
purple
black
Days of the we

A DRAMA LESSON

Note to the teacher:
Drama allows the participant to act out fears, feelings and frustrations in a safe and controlled environment, thus decreasing the likelihood of an angry outburst.

If this lesson cannot be completed in class because of time and/or space constraints, it can be done with the Peace Club.

The Bully Triangle
Victims of bullying find themselves in a triangle of conflict with a bully and bystander. The three points of the triangle are fixed; no matter how you move the triangle, the three points remain. No-one can change these fixed points in order to leave the triangle, but what can be changed are the relationships between the three role-players. Once the relationships change, so do the attitudes, and in this way the stalemate situation can be undone.



The six complex relationships in the triangle:

- Bully-victim — power over the victim
- Victim-bully — fears the bully
- Bully-bystander — unsure, or has the bystander's support
- Bystander-bully — afraid, supportive or disapproving
- Victim-bystander — depends on bystander for help
- Bystander-victim — apathetic or caring

Introduction:
Discuss and write down all the feelings felt by the three role-players in these six relationships.

Exercise 1:
Change the role of bystander to that of active bystander and analyse the six relationships in the triangle.

What are the differences?
Discuss these differences with your class.

Exercise 2:
Discuss the feelings of the three role-players in the six complex relationships.

Report your discussions to the class.

Group work:
Note to teacher: If the class is familiar with working in groups, divide them into groups of five to six. If they haven't done group work before, divide them into smaller groups of three to four.

Planning:
STEP 1: In the groups choose a place where the bullying will take place. e.g. in the classroom, behind the hall, in the toilets, on the playground etc.

STEP 2: Decide what the bullying is about.

STEP 3: When does the bullying take place? e.g. before or after school, during break, during class etc.

STEP 4: Who are the characters involved in the bullying and what are the relationships between them? Refer to the notes you made in the discussions about the triangle relationships.

STEP 5: Practise the scene with a **passive** bystander. Stop the scene at the climax of the bullying.

STEP 6: The groups must perform their scenes in front of the class. When the group freezes, the spectators (class) will re-direct the group to replay the scene with an **active bystander**. How will the bully react? How will the victim react? How will it end?

STEP 7: The group repeats the scene with an active bystander and notes how the situation ends differently.

Conclusion:
What do we learn from the differences between these two situations?

Note to the teacher:
Help the students to reach the following conclusion:
It is the responsibility of every bystander to intervene to change the dynamics of this triangle of conflict. Both the bully and the victim need help and only the bystander can see to it that they get this help. Any bystander, who ignores an incident of bullying, automatically supports the bully.

For more information about the drama technique of Forum Theatre go to: www.beyondthedoor.co.uk/forumtheatre2.htm

IDEAS FOR LESSONS:

A comprehensive lesson
1: Tinashe, Thandeka, Zinzi and me. Page 22

- A comprehension lesson based on this story could include the following questions:

Surface questions:

1: What irritated Palesa most about Tinashe?
2: What object did Tinashe have that Thandeka envied?

In-depth questions:

4: Why do you think Palesa agreed to hide the jacket?
5: Do you think Palesa was a perpetrator or a whistle-blower? Give reasons for your answer.

A poster lesson
Visual art is a way of expressing feelings and ideas for students; it helps to develop the imagination. All young children like to draw; it is creative and therapeutic and should be encouraged in all students throughout their school career. Some students are visual learners and drawing helps them to grasp concepts better.

The Visual Literacy White Paper
http://www.adobe.co.uk/education/pdf/adobevisualliteracypaper.pdf
"Visual literacy includes such areas as facial expressions, body language, drawing, painting, sculpture, hand signs, international symbols, layout of the pictures and words in a text book, the clarity of type of fonts, computer images, student produced still pictures, sequences, movies or video, user-friendly equipment design, critical analysis of television advertisements and many, many other things"
http://www.ivla.org/orgwhatvislit.htm#definition
Explain some of the elements of visual literacy to the class.

Divide them into groups of 4 and ask them to design and draw a poster about anti-bullying that can be put up at school. The poster must be eye-catching and must explain to bullies, victims and bystanders where they can go for help and advice at school.

A poetry lesson
We encourage you to do a lesson on poetry with the class or Peace Buddies in the Peace Clubs because poetry enables students to give creative expression to their feelings.

Brainstorm the feelings associated with bullies, victims and bystanders. Ask the students why bullies bully, why victims are afraid and why bystanders ignore or intervene.

Ask each student to write down the feelings that they have experienced in any one, or all, of these roles. Then divide them into groups of 3-4 and ask them to compose a poem using the contributions from all members of the group.

A lesson on slogans
Slogans are easy to remember and they can give identity and personality to a campaign. Collect popular and catchy slogans from the media. Ask students to write down their favourite slogan from TV. Have a class discussion about the meaning of the slogans and their purpose.

Divide the class into groups of 4 and ask them to make up an anti-bullying slogan for their school. Incorporate the slogan into the posters.

Detailed lessons that deal with non-violence will be published in Peace Buddies in Action in 2012, written by Geraldine Goldblatt and published by Quaker Peace Centre.

For details about the Alternatives to Violence Project contact the Quaker Peace Centre on **+27 (0)21 685 7800** or email **qpc@qpc.org.za**

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Quaker PEACE Centre

THE BILL OF RIGHTS

The Bill of Rights is a cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom. The state must respect, protect, promote and fulfil the rights in the Bill of Rights.

We would like to thank the Federal Foreign Office of Germany and the Institute of Foreign Cultural Relations (ifa) for proudly sponsoring the Non-Violent Schools Campaign and the Confronting Bullying in Schools booklet.

ifa Institut für Auslands-beziehungen e. V.