



DRUM – Desis Rising UP & Moving

Institutionalized Bullying: Expanding beyond Peer Bullying.

GOALS:

- 1) Develop an understanding of institutionalized bullying and relation to school to prison & low wage work Pipeline .
- 2) Draw out how the school system is set up to oppression young people and people of color through institutionalized bullying (SSA's, Teachers, School Administration, Curriculum).
- 3) Create a space for young people to reflect on and share stories of institutional bullying, the school to prison pipeline and young people's oppression.

MATERIALS:

- 1) Skit Scenario handouts for 3-4 groups
- 2) Stacks of 10 small pieces of paper staple at the corner. (1 stack for each participant)
- 3) Small soft stuffed toy ball (2-3)
- 4) Flip Charts Paper
- 5) Markers
- 6) Flipcharts
 - Groundrules
 - Definition of Bullying & Institutionalized Bullying
 - Definition of Peer Counseling/What is Peer Counseling.
 - Skit Scenarios Discussion Questions

I. INTRODUCTION & ICE BREAKER			20 min
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Introductions, Agenda, Community Agreements **[5 min]**

Welcome and overview of the day:

Opening Activity: **[15 min]**

- a. I am going to play some music. Everyone will dance and walk around the room.
- b. When the music ends, you'll find the closest person to you and pair off.
- c. I will then ask you a question and each of you will take one minute to share with each other.
- d. *Count the number of participants and make sure there are an even number of people. If there are not, the facilitator joins in the activity so everyone has a pair.*
- e. *Play some joyful, hip, feel-good music for one minute. Pause.*

Question 1:

- a. The person who **traveled the farthest** to get to the workshop will share first.
- b. Take 30 seconds each to respond to the question, **“What’s your favorite childhood game or activity?”**
- c. *Time 30 seconds and then announce that it’s time to switch after time is up.*
- d. *Repeat the question. Time 30 seconds and then announce time.*
- e. *Announce that the music will play again and folks should dance around the room.*

f. When time is up, find a new partner to pair up with.

Question 2:

- a. The person whose **birthday is closest (going backward or forward) to today's date** will share first.
- b. Take 30 seconds each to respond to the question, "**What's a food from your culture that you enjoy?**"
- c. Time 30 seconds and then announce that it's time to switch after time is up.
- d. Repeat the question. Time 30 seconds and then announce time.
- e. Announce that the music will play again and folks should dance around the room.
- f. When time is up, find a new partner to pair up with.

Question 3:

- a. The person **who is youngest** will share first.
- b. Take 30 seconds each to respond to the question, "**Recall a time when you felt powerful this week?**"
- c. Time 30 seconds and then announce that it's time to switch after time is up.
- d. Repeat the question. Time 30 seconds and then announce time.
- e. Announce that the music will play again and folks should dance around the room.
- f. When time is up, find a new partner to pair up with.

- Have participants have a seat and go around with Name, GP, age, and School.

II. INSTITUTIONALIZED BULLYING			40 min
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2) Discussion:

[5 min]

- What is bullying?
- What does it look like to you?
- Who participates in bullying? Who are often the ones that are seen as bullies?
- What does bullying look like in a school setting?

Definition of Bullying:

3) Activity: Would you consider this Bullying -

[25 min]

- Have participants divide into three groups (Count off 1-3).
- Each group will get a short scenario representing different forms of Bullying. *(All scenarios are institutional bullying and are based on real cases)*
- Each group will have 10 min to discuss the scenario and answer the following Questions on their respective chart papers
- Each group will then have 2 min to report back.

PROCESSING QUESTIONS:

- 1) Identify which institution is part of this scenario.
- 2) Who are the participants engaged in bullying: who is the bully & who is the target of the bullying behavior?
- 3) Is this an example of Institutionalized Bullying? Why or why not?

Scenario 1: Yvonne is an undocumented student in high school. One day, after class Yvonne's math teacher says to her, "Why are you even bothering with school if you're illegal? You should just drop out and get a job or get married for papers. There's no point in you getting an education, if you'll never go to college or have a career." Yvonne is hurt, embarrassed and angry by her teacher's comment. The teacher continues to make comments like these for the rest of the school year, encouraging Yvonne to drop her math class.

Scenario 2: Divad is in his last year in high school and his classes are finished after 1PM each day. Divad often hangs out at the park near the school, waiting for his friends. Whenever Divad is in the park, some of the School Security Agents will walk to the park and demand that Divad turn out his pockets and search his body and backpack. When Divad asks why he is being searched, the SSAs respond with "you look suspicious" and often leave with giving him a citation or summon.

Scenario 3: Nawrin worked very hard on her science project for the school science fair. The project is a replica of volcanic chemical reaction. When Nawrin presents it at the science fair, the teachers and administration are upset, claiming that she has endangered the school with the use of aluminum and chlorine. Nawrin is immediately arrested, sent to the police precinct and later suspended for a year.

4) Discussion & Synthesis:

[10 min]

- What did each of these scenarios have in common?
- Why is it important to focus on the problems of Institutionalized Bullying?
- What is the impact of Institutional Bullying vs. Interpersonal Bullying?

Definition of Institutionalized Bullying:

Synthesis:

- Experience of Latino/Black + Asian youth ---> all in ONE PRISON but hierarchy of how experience systemic racism and institutionalized bullying

III. OUR COLLECTIVE EXPERIENCE			20 Min
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We all have different experiences in schools. Some of them are positive and some may have been negative. Sometimes those negative experiences have hurt us (emotionally, mentally, and or physically) even if we have not realized it. We would like to do an activity that illustrates the experiences in this room right now that have caused each of us harm in some way.

- Have folks take come up and take 5-10 crumbled pieces of paper (recyclable paper)
- Let everyone know we will be asking questions and if it relates to you please throw a piece of paper in the middle. But I want folks to close their eyes while we do this until I tell folks to open them. If a question comes up and you can recall multiple experiences related to it, feel free to throw a piece of paper for each experience.
- Have everyone stand in a circle and close their eyes. Start asking the following questions allowing folks to think and throw their paper in the middle.
 - Did you ever have a teacher, SSA, or adult in your school make you feel as if they didn't like/care about you?
 - Have you ever been afraid of being punished for not doing your schoolwork, so much so, that you pretended to be sick to stay home or just didn't go to school?
 - Have you ever been scared to ask a teacher a question?
 - Has a teacher, School Security Guard, or adult in your school say or do something that made you feel uncomfortable, ashamed, or hurt? (*They yelled at you, made a joke at your expense, gave you a grade you thought you didn't deserve, or harassed you in any way?*)
 - Has a teacher, SSA, or adult in your school done something to hurt another another student/friends that made you upset?
 - You were taught something or something was said in your school that was wrong and you tried to challenge it but was put down/belittled by the teacher/adult or the teacher/adult did nothing about it.
 - You read something in your textbook that made you feel belittled or ashamed for being a young person, immigrant, person of color, poor, woman, LGBTQ.
 - You have not been able to talk about these experiences.
 - You have not been able to take action (or not sure how to) in order to address these situation and find a resolution.

*After all the questions, ask folks open their eyes and look in the middle of the room. Have folks reflect on what they see and what it represents.

IV. CLOSING			10 min
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Peer Counseling:

[2min]

- In this workshop, we've looked at difficult topics that may bring up a lot of feelings around how we

have been hurt or how we have hurt other people in school. Whether we were the ones being hurt or doing the hurting, it's important to know that we are not to blame.

- We were born into and must live in an irrational society that does not value our humanity.
- All things taken into account, we have always done the best that we can do, and this deserves neither blame nor reproach from anyone, including ourselves.
- From the workshop this evening, perhaps we can already tell that schools is not a safe, nurturing place for many of us especially as low income or working class, as females, as people of color, as immigrants, as undocumented, as young people. What do we do with that?
- We're going to look at and consider using these tools that may help us to (on flipchart):
 - Peer Counseling Definition

Peer Counseling - Central idea in peer counseling **theory**: human nature is GOOD, ZESTFUL, COOPERATIVE, FLEXIBLE, INTELLIGENCE → all people are good

Central idea in peer counseling **practice**: humans have an inherent ability to heal themselves from hurt, both physical and emotional → we can all change and recover from our hurts

Hurts → directly, seeing other people get hurt, societal/institutional hurt

Basic Practice → Taking turns listening with full attention and no interruption. Create space for yourselves.

Listeners → Try to look like you like the person and be relaxed. Sometimes people need to talk about things that are upsetting. It's okay to show any emotions you may be feeling. Confidentiality.

➤ Peer Counseling Session:

[8 min]

- Pair up with the person next to you and we will practice this technique as a closing activity.
- Question each person will take 1 min to discuss. Thinking of one of those experiences from the previous activity. Discuss how it made you feel, and what could have been done to address the situation or how it could have been handled differently.
- After exchange time one word go around to close out related to how you feel.