

## Dealing with name calling- group activity (Session 1 of 3)

### Acknowledgements

This resource is reproduced with the kind permission of East Sussex County Council Anti-Bullying Team, from their Practitioners' Toolkit: *Responding to bullying of children & young people with special educational needs and disabilities*.

This is Session 1 of 3, which can be used individually or together: Session 2 deals with "How to look confident and assertive" and Session 3 deals with "Promoting positive friendship skills".

You may however, want to think about the group meeting on a regular basis beyond the three sessions. Where a group of Year 7 young people have been brought together at the beginning of a new term, you might want to think about the group meeting regularly over the first school term, as part of their settling in process.

### Dealing with name calling- group activity

Sometimes it may be more beneficial to work with a group of young people with SEND, using a nurture group style approach, as opposed to working with each young person individually. This can be particularly useful where a group of young people with SEND have been identified as being vulnerable to bullying behaviour as they make the transition from primary to secondary school. Better still, schools could consider mixed groups of learners.

**There are a number of benefits of using a group work approach. These are:**

- **As part of a wider group, children and young people have the opportunity to make new friends - a key protective factor against bullying behaviour.**
- **Children and young people are able to support each other and reinforce the anti-bullying strategies that they learn.**

## Outcomes

### By the end of the session members of the group will:

- Understand that angry or rude responses can fuel the bullying behaviour
- Understand the importance of an appropriate response
- Have some answers to practise in response to the name calling

## Resources

- What bullying is (worksheet)
- Box with slot (mailbox)
- Slips of paper
- Deflecting name calling worksheet

## **SCHOOLS SHOULD INFORM PARENTS/CARERS OF THIS ACTIVITY IN ADVANCE**

### **ACTIVITY 1 Ground rules:**

It will be important to get the young people to discuss setting ground rules at the beginning. Write these down on a flip chart and hang them up for everyone to see. Explain that anyone can ask to go back to these at any time.

#### **They may include:**

- Arriving to the sessions on time
- Switching off mobile phones
- Not interrupting when others are talking in the group
- Respecting other people's contributions and their feelings
- Things that are discussed within the group remain confidential i.e. not discussed with other people outside of the group.

## ACTIVITY 2 What bullying is

It is always useful to start with a discussion about what bullying is, and just as important, what bullying is not and outline the different types of bullying.

As you describe each of the panels of the worksheet, ask for examples that they have seen happening, have happened to them, or that they can imagine happening.

**“Bullying is when someone is mean to you on purpose and it keeps on happening.”**

The Anti-Bullying Alliance (ABA) defines bullying as:

**“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”**

Use the most appropriate definition matched to the group’s capabilities.

## ACTIVITY 3 Deflecting name calling

By using role play, you can show young people how getting angry or upset by the name calling can fuel the bullying behaviour because it is the very reaction the person or group doing the bullying actually want.

Explain that trying to ignore the bullying can make us feel more upset or angry and also sends out the message to those doing the bullying, that its ok to treat you like that as you won’t stick up for yourself. Tell young people to NEVER ignore the name calling as things will only get worse. Therefore, we need to find a way that doesn’t ignore the bullying (name calling) but doesn’t make things worse.

### EXAMPLES OF DEFLECTING NAME CALLING

There are many different ways of deflecting name calling without fuelling the situation. **Ensure the suggested replies are matched to the cognitive abilities of the young people (e.g. “fogging” techniques may be inappropriate for young people on the autistic spectrum).** These are outlined below:

#### Act bored

- Yeah...whatever!

#### Disagree

- ‘No, I will not do this’

- 'No, I'm not what you say'

### **Compliment yourself with an opposite**

- 'No, I'm not stupid. I'm actually pretty smart'
- 'I'm not a freak, I'm unique'

### **Agree, but**

- 'Yes, I know I'm not smart, but I am happy the way I am'
- 'Yeah, my trainers are rubbish, but I can't afford anything else'

At this point, ask the young people to call you some horrible names! They will find this really difficult so prompt them or tell them what to say. Ask the young people to say nasty things and model fogging with clever answers and acting bored e.g. "Your hair is a mess" "I know, I'm having a bad hair day" or "Whatever"

**ASK** the young people to say how you were reacting. Can it make the person calling you names angry or upset? Were you being nasty back? Explain that the less they react the more bored those doing the bullying behaviour will become and will eventually give up.

**ALSO STRESS IT IS IMPORTANT TO TELL AN ADULT IF YOU ARE BEING BULLIED, EVEN IF YOU DEAL WITH A NAME CALLING INCIDENT AND WALK AWAY FROM IT. The people who are bullying just might try to bully someone else.**

**If disablist language is being used in class, it becomes a whole school issue, and must be dealt with accordingly.**

Explain that the person or group doing the name calling may call them all sorts of names and will be watching out for the ones that get the most reaction. We all have 'soft spots' but once the person doing the name calling knows what gets the most reaction they will keep on calling you that name. At this point you should read through the deflecting name calling sheet together.

## **ACTIVITY 4 Worksheet**

Some of the group members may be quite happy to tell you what names they are being called as long as everyone promises not to talk about it outside. However, other members of the groups may be really self-conscious and embarrassed about the names they are being called.

Being able to discuss the names a young person is being called as part of a group can be really effective as others in the group can help think up some answers to the names being called.

**WRITE DOWN** the name of each young person on a separate sheet of paper, together with the names they are being called and the responses they or other members of the group have come up with. Each person will take their sheet away with them at the end of the session.

If however, certain members of the group are unwilling to say what they are being called then get the group to write down the names on a sheet of paper and ask them to 'post' these into the box. Mix up the names and share them out. In pairs, ask the young people to come up with 3 or 4 answers to each name (1 agree/disagree, 1 clever, 1 compliment with an opposite).

Some young people, particularly those with learning difficulties, might find this activity particularly hard even with plenty of practice as they can often forget the responses. Acting bored and using simple one word responses like 'whatever' or 'bothered' is a really good alternative.

Remember to adapt this activity to suit the needs and abilities of the young people you have.

Handout copies of the deflecting name calling worksheet.

### Help us improve this resource

If you have ideas or suggestions that would improve this resource, such as alternative statements, or adaptations to make activities more affective with younger/older learners, or in the context of specific learning difficulties, we would really welcome your suggestions and comments:

Please contact [antibullying@afa3as.org.uk](mailto:antibullying@afa3as.org.uk)

**ABA Information Hub: [www.anti-bullyingalliance.org.uk/1198](http://www.anti-bullyingalliance.org.uk/1198)**

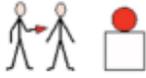
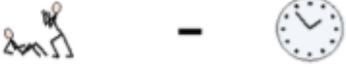
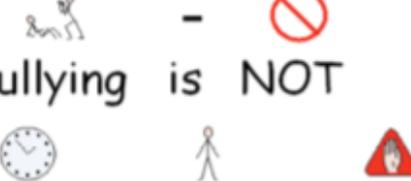


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**SEN and disabilities: developing effective anti-bullying practice:** A programme of work, led by the Anti-Bullying Alliance and funded by the Department for Education, to reduce the incidence and impact of bullying of children and young people with SEN and/or disabilities in schools.

 <p>Bullying is when someone</p>  <p>= means to hurt or upset</p>  <p>you on purpose</p>	 <p>Bullying is NOT when</p>  <p>its an accident and</p>  <p>they say sorry</p>
 <p>Bullying is when</p>  <p>it keeps on</p> <p>happening</p>	 <p>Bullying is NOT when it</p>  <p>only happens once -no</p>  <p>matter how bad it is</p>
 <p>Bullying is when you</p>  <p>cannot get the hurt</p>  <p>to stop</p>	 <p>Bullying is NOT</p>  <p>when someone stops</p>  <p>and says sorry</p>

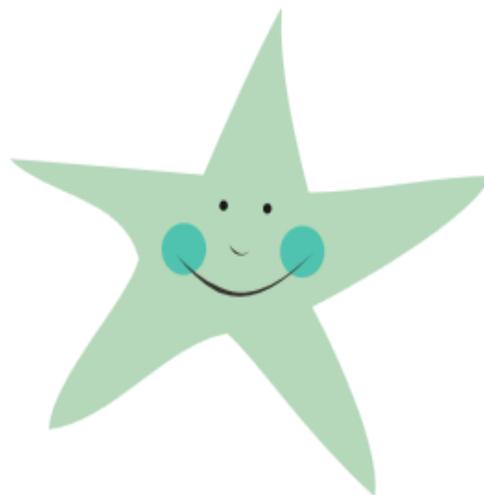
There are many different ways of deflecting name calling without fuelling the situation. These are outlined below:

### Act bored

Your ideas

### Disagree

Your ideas



### Compliment yourself with an opposite

Your ideas

### Agree, but

Your ideas