

Bullying Prevention and Diversity

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Michelle Cummings M.S. is the Big Wheel and founder of Training Wheels, a known leader in the Team Development industry. She is an accomplished author and is a sought-after speaker and consultant on leadership, teambuilding, and experiential learning. Michelle has created a wide variety of facilitation, debriefing and teambuilding activities that have collectively changed the way trainers and educators work.

Michelle has delivered innovative leadership programs for such organizations as The Children's Hospital, Air Force, TIAA-Cref, and Cherry Creek High School. She has also created and facilitated team trainings for Aggregate Industries, Navy Installations Command, On The Border, Institute for Accounts Payable Professionals and Boehringer Vetmedica. She is currently working with Stephen M.R. Covey and his associates at CoveyLink on developing experiential activities for Stephen's most recent book, *The Speed of Trust*.

Michelle has authored 3 books to date and a 4th is in its final stages.

Michelle, along with Dr. Jim Cain and Jennifer Stanchfield are the authors of the renowned book, ***A Teachable Moment, A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing, and Reflection***. The book has over 120 different processing tools, activities, and techniques for facilitators.

Michelle is also the author of ***Bouldering Games for Kids, an Educational Guide for Traverse Walls*** and ***Playing With a Full Deck, 52 Team Activities Using a Deck of Cards*** new in February 2007.

Look for the brand new book, ***Setting the Conflict Compass, a Facilitator's Guide for Conflict Resolution Activities***, due out in Fall 2008.

Michelle is currently working on 4 other titles. Sign up for Michelle's free games newsletter to receive updates on these titles and for free activities online at www.training-wheels.com.

Bullying Prevention and Diversity Workshop

Dots Choose colored dot cards to give to each of your participants. Make sure to have at least 2 mixed dots, 1 color that there is only one of with only two or three people. Try to have one group that is much larger than the other groups.

Cross the Line Put two ropes in the center of the room on the ground so they are parallel. Tell your participants that they are going to do an activity and that the activity requires three things: respect, sensitivity, and quiet. Once you have covered the 'rules' to the activity you may start the 'cross the line' prompts. See attached.

Handshakes A fun icebreaker to get your participants talking and finding out things they have in common.

Cow handshake: one person interlaces their fingers and turn thumbs upside down, the other person milks the thumb udders!

Salmon handshake: arms interlaced like a zipper and slap forearms like a salmon tail.

Cappuccino handshake: hold your coffee in your left hand, high five with your right hand, then reach down and shake ankles with your right hand all without spilling your coffee!

Lumberjack handshake: by partners alternating grabbing thumbs they create a saw. Saying each others names in a low lumberjack voice they saw a log together.

Inside Outside Cards: Invite each participant to pick a skin tone color that best matches them. Ask them to decorate the outside of the card with how people see them, put things on the inside that others may not know about them.

Multicultural Picture Cards: Beautifully illustrated family member portraits are perfect for learning about relationships, family structures, multiculturalism, people from various generations and the art of creating portraits. 1. Study the relationships in your group. Select a number of character cards and discuss the relationships between the characters. 2. Write a fictional biography. 3. Compose a family. 4. Bullying fictional story.

Conflict Animals: Contrast the conflict styles of animals with your own conflict style. Morph your own animal to your own unique conflict style.

Blind Shapes: ask each person to grab a wooden shape but not look at it. Ask them to 'find their people'. There is one unique shape. Observe how others treat this person who cannot fit in.

Pokerface Give each person a playing card and ask them not to look at it and put it to their forehead. Without talking the group must treat each other based on the face value of their card.

Rejection A good introductory activity. Hand out one playing card to everyone that enters the room. Tell the participants with red cards to find 3 things they have in common with someone who has something similar on their card. Tell the participants with black cards the same instructions, but add that they may not talk to the red cards.

Cross the Line

Props/Materials Needed: Two ropes or masking tape, large room (Big enough for entire group.)

Step by Step Procedure:

- Put two ropes (or tape lines) in the center of the room on the ground, so they are parallel, about 3-4 feet away, and also span the length of the room.
- Line up your participants on one side of the line you placed on the ground, so everyone is on the same side of the room, facing the line.
- Tell your participants that they are going to do an activity and that this activity requires these three things; respect, sensitivity, and quiet. Go over these three things with the students. Also tell the students that this activity is about them; not their friends, or people standing next to them, but about them.
- Once you have covered the “rules” to the activity, tell the students that once they are able to be quiet, respectful and sensitive, they can cross the line. Once they have crossed over the line then there should be no talking and we will start the activity.

Introduction to the activity: We are going to do an activity that has to do with people’s feelings. Sometimes when someone hurts another person he is just being mean or maybe she is being careless—or maybe they feel pressure from their friends to join in when other people are teasing someone. Other times, people are mean to someone just because of who they are—just because of the color of their skin, or their ethnicity. We are going to do this activity in complete silence. You might have some strong feelings during this activity—sadness, anger. So we need to be very respectful and caring to one another. No laughing, talking or even whispering, so we can all feel safe.

I am going to call out a group and if you belong to that group or identify with that group, please cross the line and turn around to face the other students on the other side of the line. (Give an example at this point, “if you are a boy, please cross the line” “if you are in the fifth grade, please cross the line”). Tell the participants that if they don’t feel comfortable crossing that they do not have to. Also remind them that this activity is done in silence and is also an individual activity. They are not to judge other people and they can make the decision to cross the line by themselves.

After each of the “cross the line” categories, you will pause until the participants who have crossed the line have turned to face the other participants,. Say out loud, “Notice how it feels to cross the line; look who is with you, look who is not with you and cross back over.”

Crosswalk prompts:

- Cross the line if you’ve ever been teased or called a bad name or made fun of.
- Cross the line if you’ve ever been picked last in games or sports or left out of an activity all together.
- Cross the line if you’ve ever been called a mean name or put down just because you’re a girl.
- Cross the line if you’ve ever been judged or teased because of the color of your skin.

- Cross the line if you've ever been teased because of your religious background.
- Cross the line if you've ever been teased about your accent or your voice, or told that you couldn't sing.
- Cross the line if you or anyone in your family or a friend has a disability that you can or cannot see.
- Cross the line if you're a boy and you've ever been told you shouldn't cry, show your emotions or be afraid.
- Cross the line if you've ever felt alone, unwelcome or afraid.
- Cross the line if you have intentionally hurt someone's feelings.
- Cross the line if you've ever felt pressure from your friends or an adult to do something you didn't want to do and felt sorry for it afterwards.
- Cross the line if you've ever stood by and watched while someone was hurt and said or did nothing because you were too afraid.
- Cross the line if people routinely mispronounce your name.
- Cross the line if you have ever been teased because of the part of the world or country you or your family comes from.
- Cross the line if you have ever been the only person of your race/ethnicity in a classroom.

Debrief

What are some feelings that came up for you during this activity?

Why was it so important to be quiet, respectful and sensitive?

What was the hardest part for you?

What did you learn about yourself? About others?

What did you want to remember about what we've just experienced?

How does it make you feel when you are getting teased for something that you cannot help?

Why do you think other people tease?

Talk about the cycle of teasing, name calling, etc.,

How can you put an end to this cycle?

Why is it important to be allies to each other?

Facilitator Note:

The goal of this activity is to help break down the barriers between children that perpetuate acts of unkindness. Children become aware that others face many of the same insecurities, fears and challenges that they do. They learn that showing your feelings doesn't make you a weak person, rather it takes courage. They learn that other children can be appreciative and supportive when they reveal those feelings. Be careful not to be judgmental or shaming in this activity. Be supportive and accepting. Everyone in the program will probably have a reason to cross the line. Many children will need your support in realizing that they might be modeling behaviors that they have seen or passing along treatment they have received. With help and guidance children can change such hurtful behaviors.

Source: Making the Peace and Michelle Cummings, Training Wheels,
www.training-wheels.com