

# Module 11 Sample Workshops on Anti-Bullying Activities

This module provides teachers and school staff with practical resources to conduct engaging anti-bullying workshops that foster creativity, empathy, and collaboration among students.

The module begins by examining workshop structural elements, then introduces three creative anti-bullying activities: the Six Square Art Activity, a Collaborative Mural Project, and an Anti-Bullying Art Exhibition. Each activity is designed to engage students in meaningful reflection about bullying dynamics while developing essential social skills through artistic expression and teamwork.



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# Workshop Structural Elements

A successful workshop begins long before students enter the classroom, with careful planning that addresses several key elements:

## Define Clear Objectives

Determine whether your goal is to help students understand different types of bullying behaviors or to teach interpersonal skills that empower them to stand up against bullying.

## Consider Participant Profiles

The number of participants and their familiarity with the subject will dictate which activities to include and the workshop's duration. As Steinert (1992) suggests, account for participants' familiarity with the subject and their needs and expectations.

## Create a Written Plan

Develop a comprehensive plan that includes activities, timeframes for each component, and required resources (room setup, materials, etc.).

When conducting the workshop, begin with an introductory step that provides insight into the topic and gauges students' existing knowledge. An effective ice-breaker like "blind voting" (Mattey et al., 2014) can help students anonymously share experiences related to bullying, often revealing that their experiences are more common than they realized.

After establishing a safe atmosphere, outline the main objectives while remaining flexible to adapt to students' needs. The core of the workshop should balance information delivery with practical activities, creating an engaging learning environment that promotes collaborative participation rather than passive listening.

# Designing Effective Workshop Activities

The heart of any successful anti-bullying workshop lies in its activities. While expanding students' knowledge is essential, workshops should prioritize collaborative participation over passive learning. This means creating a balance between information delivery and hands-on activities that engage students directly with the material.

When presenting information, keep it concise and visually engaging. Consider using brief PowerPoint slides with images and key points rather than text-heavy presentations. For younger audiences, appropriate pop-culture references can increase engagement, but authenticity is crucial—students quickly detect insincerity.

Increase awareness about bullying impact	Role-playing scenarios	Students act out bullying situations, exploring different perspectives and their effects on mood and well-being
Empower students to act against bullying	Intervention strategies	Demonstrate and practice ways to intervene as a bystander to support the victim
Foster critical thinking about group dynamics	Class discussions	Facilitate conversations about causes and effects of bullying with leading questions or hypothetical scenarios
Enhance cooperation	Group art activities	Students create collaborative artworks depicting different facets of bullying

Small group activities are particularly effective as they encourage active participation from all students. In larger groups, many students may adopt a passive stance, limiting the workshop's effectiveness. As you approach the end of the workshop, include a closing activity that reinforces key concepts and orients students toward future goals. Asking students to share one idea that best describes the workshop topic not only engages them during the recap but also provides valuable feedback on the workshop's efficacy.

# Six Square Art Activity

The Six Square Art Activity offers a creative approach to help students reflect on different aspects of bullying by visually representing various participants in bullying situations. This activity encourages empathy and understanding by allowing students to step into different roles and challenge stereotypes about who can be a bully, victim, bystander, or defender.

## Materials Needed:

- Sheets of paper divided into six squares
- Two sets of cards: Role cards (describing participant roles) and Character cards (describing physical traits)
- Precut cardboard squares or sticky notes to cover drawings between rounds
- Markers, crayons, or colored pencils

For example, a role card might read: "Someone who stands up against bullying by protecting the victim or stopping the bullying behavior" (defender), while a character card might describe "A girl with long hair, pink dress, gold glasses."



## Activity Process:

1. Form groups of six students
2. Each group receives paper sheets divided into six squares and two sets of card descriptions
3. Students have 5 minutes to fill a square following the instructions on their cards
4. After drawing, students cover that section and pass the sheet to their right
5. This process continues until all six squares are complete
6. Cards are distributed so each character type illustrates every participant role, highlighting role fluidity

After completing all squares, students reveal the entire sheet and discuss their observations. The teacher can facilitate reflection with questions such as:

**"How did you feel creating each role?", "Which role do you think is the hardest to understand or empathize with?", and "How can each role impact the bullying situation?"**

These prompts help students develop deeper understanding of bullying dynamics and challenge preconceived notions about who fills which roles.

# The Mural Activity

A This project is particularly valuable because it requires students to work together toward a common goal, reinforcing positive social dynamics while creating a permanent installation that continues to inspire long after the activity concludes.

<div>Planning Phase</div> <div>Students begin by determining the mural's location, concept, and message through a teacher-facilitated brainstorming session where everyone contributes ideas. This initial phase establishes a foundation of inclusive participation.</div>	<div>Design Development</div> <div>Once the concept is clear, students collaborate on the specific design elements, ensuring that everyone contributes creatively. This phase emphasizes that each individual's contribution matters to the collective result.</div>	<div>Collaborative Painting</div> <div>The actual painting process represents the most intensive collaborative phase, requiring students to share materials, space, and responsibilities. This practical cooperation builds teamwork skills and mutual respect.</div>

Teacher involvement is crucial throughout this process. Research by Veenstra et al. (2014) indicates that teachers often don't intervene during student interactions, including bullying incidents, which students may perceive as disinterest.

Studies also show that teachers sometimes perceive bullying differently than scholars do (Bradshaw et al., 2007), potentially minimizing its impact. By actively participating in and guiding the mural project, teachers demonstrate their commitment to positive student interactions.

The mural activity can be enhanced by assigning students different perspective-taking roles.

For instance, a student who tends to show aggressive behavior might be assigned to create art from a victim's perspective, expressing feelings of fear and isolation.

Others might explore the bystander or bully perspectives, gaining insight into motivations and emotional experiences different from their own.



# Assessing the Impact of the Mural Activity

To evaluate the effectiveness of the mural activity in promoting anti-bullying themes and fostering positive social dynamics, teachers should facilitate structured reflection through thoughtful discussion questions.

## Personal Experience Questions

- "What was your favorite part of the mural activity, and why?"
- "How did you feel about contributing to a project where everyone played a role?"
- "Did this activity help you see others' perspectives more clearly? Can you share an example?"

## Role-Based Reflection Questions

- "What did you learn from the role you were assigned (victim, bystander, bully)?"
- "Did taking on a role help you better understand the dynamics of bullying? How?"
- "How did working together change the way you think about your classmates or peers?"

## Conflict Resolution Questions

- "Were there any disagreements or conflicts during the activity? How did you and your peers resolve them?"
- "How did the mural project show you the importance of teamwork and collaboration?"
- "What do you think the mural says about inclusion and respect at our school?"

Teachers can extend this reflection through written assignments such as **"How an exhibition changed my perspective on bullying"** or **"How an exhibition made me a better colleague,"** allowing for deeper individual processing of the experience.



# Anti-Bullying Art Exhibition

An anti-bullying art exhibition offers another powerful approach to engaging students in creative expression while fostering empathy and understanding. Unlike the collaborative mural project, this activity emphasizes individual artistic expression, allowing each student to develop and showcase their unique perspective on bullying, empathy, and inclusion.

## Materials Needed:

- Art supplies (paper, paints, brushes, markers, colored pencils)
- Cameras or smartphones for photography
- Writing materials for poems and stories
- Display boards or stands for showcasing art
- Title cards for each piece, including student's name and description
- Designated exhibition space (school hallway, auditorium, etc.)



## Exhibition Theme:

The exhibition should have a clear theme that guides students' creative process, such as "**Empathy, inclusion, and respect: together against bullying.**" This thematic focus helps students channel their artistic expression toward specific anti-bullying messages while allowing for diverse interpretations and approaches.

To begin the project, teachers should introduce the purpose of the exhibition and its connection to bullying prevention through group discussion about the effects of bullying, the importance of empathy, and art's power as a tool for social change. Showing examples of anti-bullying artwork or campaigns can inspire students' creativity and help them envision possibilities for their own contributions.

During the brainstorming phase, provide students with worksheets containing prompts like "**What story do you want your art to tell?**", "**What materials or techniques will you use?**", and "**What emotions or messages do you want viewers to feel or understand?**" These questions help students develop clear artistic intentions before beginning their creative work.

# Creating and Preparing the Art Exhibition

The creation phase of the anti-bullying art exhibition typically spans multiple sessions, allowing students sufficient time to develop their artistic concepts and execute them thoughtfully. Depending on available resources and scheduling constraints, teachers might allocate approximately three 50-minute sessions during visual arts classes for students to work on their projects.



## Creation Phase

Students work individually to create artwork that expresses their perspectives on the exhibition theme. They might produce drawings, paintings, photographs, poems, or stories that explore different aspects of bullying—such as a victim's emotional experience, a bully's motivations, or the consequences of bullying for all involved. Teachers should circulate during this phase, offering technical assistance and conceptual guidance while encouraging students to fully express their ideas.



## Exhibition Preparation

Once artwork is complete, teachers work with school administration to determine the optimal setting for the exhibition, display methods, advertising strategies, and attendance policies. Students should be involved in curating the exhibition, deciding how pieces will be arranged and displayed. Each artwork requires a title card with the piece's name and a brief description explaining the message or intention behind it.



## Exhibition Opening

The exhibition should be open to as many community members as possible, including students, families, and local authority figures. During the exhibition, students stand beside their artwork, answering questions and explaining their creative process and message. This interaction deepens the impact of the exhibition while giving students practice articulating their thoughts about bullying prevention. Visitors should be encouraged to leave feedback or messages of support for the artists.

Through this creative process, students develop not only artistic skills but also critical thinking about bullying dynamics. The exhibition format allows them to communicate complex emotional and social concepts that might be difficult to express verbally, while the public nature of the exhibition amplifies their anti-bullying message throughout the school community.

The exhibition serves as both an educational tool and a community-building event, bringing together various stakeholders in bullying prevention and creating a shared experience centered on empathy and respect.



1. Reflection and Follow-Up
2. The learning process doesn't end when the exhibition closes—in fact, some of the most valuable insights emerge during structured reflection afterward. Following the anti-bullying art exhibition, teachers should organize a follow-up discussion that helps students process their experiences and articulate what they've learned about bullying, empathy, and community.

### **Personal Reflection Questions**

"How did it feel to express your thoughts about bullying through art?" This question encourages students to consider the emotional aspects of creative expression and how art can serve as a vehicle for processing complex feelings about difficult topics.

### **Peer Learning Questions**

"What messages or themes from your classmates' art resonated with you the most?" This prompt helps students recognize the diversity of perspectives within their community and identify which aspects of others' work had the strongest impact on their own understanding.

### **Community Impact Questions**

"How do you think this exhibition could help our school community address bullying?" This question shifts focus from individual experience to collective action, encouraging students to consider how artistic expression might contribute to broader social change.

