

be  
**KIND**

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## TEACHERS' GUIDELINES

EMPOWERING CHILDREN TO READ, STAND UP & SPEAK UP



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## ABOUT THE CAMPAIGN

In Uganda, bullying has become another silent pandemic among young children leading to mental illnesses, depression, fights, and children taking their lives. Although cases of bullying are increasing, there is low awareness of the presence and effects of bullying among the general public, and children who are bullied keep quiet to avoid stigma and further bullying. Although teachers are aware of the alarming bullying cases, schools and children don't have the tools and information to handle bullying.

BE KIND awareness campaign will empower children aged 8-15 years to gain a voice and confidence to stand up and speak out about bullying in school. The campaign will provide essential prevention information and tools that empower children to respond to and deal with bullies and navigate the effects of being bullied. The project aims to equip children with self-awareness skills, support them in gaining social awareness and create an empowered network of children committed to leading social change. The team will train teachers, school management, prefects, and youth influencers to play an active role as advocates and ambassadors for the campaign. We shall implement the campaign through existing school systems and clubs to equip children with critical information, amplify children's messages, and teach them safe alternative communication and storytelling skills.

## UNDERSTANDING BULLYING

In Uganda, bullying takes many forms, including words and physical actions (pushing, beating, laughing), to psychological and emotional (social isolation), to online/cyber bullying. Children bully others due to weight gain, image (girls getting breasts and menstrual periods, boys voices deepening), and income status (children who attended online classes versus those that didn't). Children use words such as obese, blackie, ugly, fat, morphology, gorilla, the haves, and have-nots. Bullies form strong clicks, calling themselves, the untouchables in the school.

### Forms of Bullying

- Physical Bullying
- Aggressive Verbal Bullying
- Psychological and Emotional Bullying
- Relational Bullying
- Prejudicial Bullying
- Cyber and Online Bullying

### Why kids bully others

1. Gender – boys may see girls as weaker
2. Nationality – children bully others based on their ethnicity, race or colour
3. Special needs – some children are bullied because of a physical or mental disability
4. Religion – some religions are dominant
5. Economic status;
6. Appearance
7. Those who are shy, lack social skills, who tend to be depressed or have negative thoughts
8. Newcomers into a formerly established classroom or group.

## Identifying gateway behaviours

Teachers and Learners should detect “gateway behaviours” by recognizing them early on to prevent bullying behaviours from developing. While these behaviours may not be classified as bullying, implementing interventions now could mitigate the likelihood of them becoming more problematic.

Such behaviours include:

- Eye rolling
- Prolonged staring
- Back turning
- Laughing cruelly/encouraging others to laugh
- Name-calling
- Ignoring or excluding
- Causing physical harm

## Signs of bullying

1. Changes in sleep and eating patterns
2. Frequent tears, crying, mood swings or anger
3. Becomes withdrawn and refuses to talk about what is wrong
4. Becomes aggressive and unreasonable towards others
5. Continually ‘loses’ money or starts stealing, or lies about what money is used for
6. Unexplained bruises, cuts, scratches
7. Comes home with missing or damaged belongings or clothes
8. Doesn’t want to go to school, and feel ill in the morning
9. Grades begin to fall

## Some less obvious signs

1. Often alone during breaks or excluded from groups at school
2. A frequent target for teasing, mimicking, or ridicule at school
3. Unable to speak up in class and appears insecure or frightened

## Effects of Bullying

1. Losing identity and self-esteem
2. Depression and mental illness
3. Anger and revenge
4. School drop-outs
5. Suicidal tendencies and self-harm

## How to spot a bully

### **Bullies are egocentric**

They have to be the center of attention. They want to be superior to others. They belittle or demean even those they consider friends. Don't confuse this for confidence, toughness, or competence- sometimes a child acts tough to mask insecurity but doesn't purposely do it to gain the upper hand.

### **Bullies attract people weaker than themselves**

Their "friends" are smaller, or weaker than themselves. This is done to boost their own image of superiority and to maintain control.

### **Bullies alter facts to make themselves look good**

They often bend the truth to make themselves look good, seeing how far they can push the other's willingness to give in or ability to hold on to the real truth. They will also outright lie, and do it often, in order to maintain control.

### **Bullies are loyal until you become a threat**

Their friends are easily thrown under the bus to save their own skin. If their friends become a "threat" to their social standing, the dynamic changes.

### **Bullies keep others bending to their will and once that control slips they can become aggressive.**

That's when a bully is most dangerous. They will often go far beyond rationality to regain control.

## **How to handle bullying in the classroom and school community**

1. Make the students aware of the different kinds of bullying
2. Be aware of the mood in the class, and the signs
3. Be open and stay available to offer help
4. Teach the skills of dealing with bullying and spreading kindness
5. Select class leaders and equip them with critical information
6. Make an effort to connect one-on-one with your students
7. Keep the parents involved in the student's well-being
8. Seek external help where needed, for example counselling

## **Teachers as Agents and Enabler of Bullying**

It's a truth that most teachers don't like to talk about: Educators can be bullies to children. Teachers should become more diligent about ensuring bullying doesn't go down to the classroom. To stop the spread of bullying from the leadership level down to children, teachers may have to change their attitudes, words, and actions towards children. For example, teachers should bring negativity into their teaching after a bad day or tense interaction with a colleague because children model character. Kids watch teachers, they see how they behave and to emulate their behavior. Sometimes, teachers act as enablers by doing something to help children deal with a bully. However, teachers sometimes turn a blind eye or ignore children's cries for help. Enablers could accidentally or purposely reward the bullying behavior and punish the victim for speaking up. Teachers should use their authority for the good of everyone by doing no harm to some children. Teachers will be equipped with tools to cultivate positive, open, and supportive learning environments.

## **How to deal with each party (victim, bully, witness)**

The outcome isn't to get the bully and victim to be friends, but rather an agreement to stop. Becoming forced friends with someone who has hurt you repeatedly might cause prolonged issues down the line - but being able to walk away from a situation where the bully stops their hurtful behavior is much more reasonable and often the better option for the victim.

## **How to create an environment of respect**

1. Lead by example
2. Develop and implement clear rules and lists of unwanted behaviour- what behaviours and actions are unacceptable, what is considered to be bullying.
3. Listen to the kids, take the complaints seriously
4. Be empathetic
5. Show appreciation that you are trusted - it takes courage to speak up

## **Prevention is best addressed by teaching pro-social behaviours**

1. Clearly communicate the decided policy and protocols for handling those behaviors to all staff, students and parents.
2. Empower bystanders to take responsibility for assisting in creating a safe environment.
3. Provide a means for safely reporting bullying behaviors - zero judgment, create a trusted bond.
4. Work to foster positive student teacher relationships
5. Adopt a social emotional learning (SEL) curriculum - to train the teachers, and teach the students

**“Monitor and discuss the program as needed, so that we can adjust to ensure that the children are actively participating”.**

## How to manage the parents

No parent wants to hear that her child is a bully. It's painful to think of your child inflicting harm on other kids.

1. Remain calm
2. Write down any instances of bullying for both children - keeping notes will help keep you on point
3. Approach the parent to set up a face-to-face discussion
4. Keep it private
5. Keep it off of social media
6. Do NOT call the other child a bully. Yes, technically it's the right term, but there are too many negative connotations and could cause them to shut down and be unwilling to discuss
7. Bring up the conflict between the children, mention the details as provided by the involved parties
8. Listen
9. Problem solve
10. This isn't a chance to berate the parent - no matter how rude they may be acting (if at all)
11. Work together towards a solution
12. Give tips to the parent on how to approach their child about the behaviour

## How to talk to your child

1. Manage your own feelings first
2. Remain calm
3. Don't start out the conversation with an accusation
4. "Your teacher has shared a story with me"
5. "Can you tell me what happened?"
6. Explain that the behavior isn't acceptable
7. Ask them how they would feel if someone else did the same to them



8. Work together on how to stop the behavior
9. Let the child suggest how they would handle their own action and apology
10. Contact the school and work together to solve the problem

### **Why do kids act this way**

1. They want to fit in with a group or with friends who are picking on one classmate.
2. They are a victim themselves and as such is trying to regain power (this can happen both at home or school).
3. Attention-seeking and hasn't been successful getting it other ways
4. They are more assertive by nature.
5. It's a defense mechanism due to perceiving others' actions as hostile when it isn't.
6. In terms of younger kids, they are unaware that their actions are hurting another.

### **Developing a community of Kindness**

- This requires deep commitment and full participation from you, as teachers.
- Creating awareness and teaching how each person can effect change.
- Be available to the students.
- Share your stories.
- Create a safe space to allow the children to share their stories, children should always feel comfortable to come and share with you.
- Involve students, Champions, parents, and staff by keeping communication open, and often.

## **LEAD BY EXAMPLE**

## How to support the campaign

- Help children to document their stories, give them the themes, explain what they are, and how to submit to the campaign. Encourage them, and remind them, as we are entering exam time, they will need a reminder.
- How to supervise the campaign - reminders, providing the physical submissions to Rehmah and the Be Kind Team.
- How to brief the children: weekly discussion of the quotes/core values/ themes given to you, and allow the children to ask questions. Talk them through the submission guidelines.
- How do you submit the children's work - read the information that tells the children how to submit their article. These can be printed/photocopied and put on the notice board.
- Speak up - if you find the children's submissions are graphic, depicting violence or abuse aimed at them or others, this needs to be escalated (if this does occur, there would need to be an investigation into their stories by the proper authorities)

## SUBMISSION GUIDELINES FOR ACTS OF KINDNESS

Step 1. Tell the truth.

Step 2. Substitute/change the names of the actual people within your story.

Step 3. Honestly recall your experience and how it made you feel, but do not talk badly about the people within your story. Example: Do not say:

I hate her now and she is such a horrible person for doing that.

Step 4. Add your name at the end of your story/submission

Step 5. 300 words or less. A poem can be half a page to a page.

Step 6. Submit your story, poem, or picture to the Ambassador/Teacher

**[Please remember to explain that the stories could be used to help other children and as such they would be used outside of the school. Kids under a certain age are unable to sign a contract, but consent should still be given.]**

## THOUGHT OF THE MONTH BOARDS

Add the quotes and call to action on to the boards for more visibility

Metallic boards (snap boards) - talking compounds - permanent boards

**BE KIND - SPEAK UP - YOUR VOICE MATTERS**

## ACTIVITIES WE CAN TRY

Anti-bullying cards hand outs

1. Stand Up - Speak Up
2. Be Kind
3. Think Before You Speak
4. #StopBullying
5. Champions of Kindness
6. Unite Against Bullies
7. Kindness Matters
8. If you see something, say something

## Forming buddy groups - question to kick start a conversation

Aim of the buddy group: Include someone who you have never spoken to, or someone you have only spoken to once - start interacting with them. Use the questions below to get to know your buddy - make some new friends.

1. What's your favorite smell? What's the yuckiest thing you've ever smelled?
2. Do you have pets?
3. What do you want to be when you grow up?
4. What do you do on Saturdays?
5. What do you do when you're afraid?
6. What's your favorite food?
7. Who is the funniest person you know?
8. What superhero would you want to be and why?
9. What makes you smile?

10. What is your favorite thing to do with a friend?
11. What is the nicest thing someone has done for you?

**Call to Action:**

Show us who is new in my circle of friends (as a way of disrupting negative behaviour).

Draw a picture, write a poem, tell us a story, or write it down. Who is your new friend, what question did you ask, what was their answer? How does making a new friend feel?

**Themes to use in the campaign**

**KNOWING WHO YOU ARE** (proud of your identity/background/share something you are proud of - physical attributes/religion/tribe family)

**STAND UP & SPEAK UP - YOUR VOICE MATTERS:** speaking up for yourself and speaking up for others, if you have bullied - what can they do to stop themselves from acting on that behavior? Remove the “by mistake” “it was by accident”.

**EVERY STORM PASSES** - No matter what you are going through there is always hope - what you are going through won't define you forever.

**Apologize:** an apology box - write an apology to a person you have wronged. You can read this out loud or give it to the person you have been unkind to.

## The teachers should encourage children to recite the Pledge and Poems

### PLEDGE

Be the Change! Choose Kindness

**be**  
**KIND**  
**#DoNoHarm**

Today I will use kind words and actions.  
I will befriend those who are sad or lonely.  
I will show appreciation and share my smile with everyone!  
I will look for opportunities to be kind.

I will not be unkind. I will never think it's fun making other people cry.  
I promise to be kind, to help, include and share with others.  
I will make friends, and work to show I care to other children, family,  
community, and the WORLD.

Name \_\_\_\_\_

Age \_\_\_\_\_

[www.kids-voice.org](http://www.kids-voice.org)

#### Be Kind

I have a super power!  
It is to BE KIND.  
I can change a stranger's frown,  
By wishing them a good day  
I can change my friend's sad mood,  
By giving them a hug  
I can lift a person's spirits,  
By admiring their beautiful smile!  
I can make a difference in someone's life,  
By sharing the little I have!  
The best part about this super power is  
Sharing it with you!  
You can be kind too, in so many ways!  
Be Kind to the environment, by picking up trash.  
Be Kind to your community, by donating clothes, books  
and toys.  
Be Kind to your parents, by cleaning up after dinner.  
Be Kind to your classmates by learning more about  
their hometown.  
The differences between you and me, only make life  
more interesting!  
It only takes a second, to brighten someone's day!  
So go ahead, and conquer the world with your super  
power,  
Be kind!

#### And Kindness I shall extend

I am the beginning of a new generation,  
The hope for tomorrow that you talk about  
I am the epitome of kindness  
And kindness, I shall extend  
I pride in who I am, in my true identity  
You, I shall treat with respect  
The kindness I extend knows no culture  
Or colour, or status  
I am the beginning of a new generation  
And diversity I embrace.  
I will sow the seeds of kindness among people  
And like a precious flower, I will water it to sprout and bloom  
Together, you and I shall nurture it  
I will lift up friends and family around me  
And shroud them with compassion,  
The compassion that I encompass  
Like a phoenix I shall rise  
And build a generation, strong like a rock  
But kind like compassion  
And hand in hand you and I shall walk  
In the land so pure  
Me besides you to hold your head up  
Should your sparkle die  
Like a shield I will protect you  
And share my kindness and compassion with you.  
I am the beginning of a new generation,  
The future of tomorrow that you talk about  
The epitome of kindness,  
And kindness I shall extend.



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