

# UNDERCOVER ANTI-BULLYING TEAMS for children & teenagers until 15-16 years old

Notes from the seminar of **John Winslade**  
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The research shows that the bullies do not lack self-esteem, on the contrary they usually have high self-esteem

Punishment usually makes the victim (ε) afraid for retaliation

Usual reactions:

- advices to victims
- ignore it
- do body training

## UNDERCOVER ANTI-BULLYING TEAMS

For teenagers

The victim is given

- support
- power to say when the job is done but they do not HAVE to confront the bullies

### The steps

#### **1<sup>st</sup> day**

- Interview the victim: write his exact words (Interview includes the effects that the bullying has on him and his life). (Interview also about the effects in school work in order to inform teachers about the results in school work that the intervention will bring).

- Inform him about the process that you propose to use for the problem

“In my experience it is a process that helps. Is it something you want **to try?**”

“The bullies will be in that team.... In my experience it is a process that is really important and helps. Is it something you want **to try?**”

“Any questions?”

“Is that o.k. ? Does it make sense?”

- “Who are the two worst bullies? 4 people that do not do bullying” [Important Comment: When we talk to the child that is subject to the bullying or to the children that enact the bullying we do not use the word bullies / bullying in order to describe the children that are doing the bad behavior or to describe the behavior. We used it only in this text for reasons of abbreviation / abridgement (για λόγους συντόμευσης). Remember: The present text is just brief notes]

#### **2<sup>nd</sup> day**

“Come to my office. We would like to help us with a problem (bullying). But we want to do it undercover (not the pupils know, not the teachers)”

“He gave me your names because he thinks you might be able to help?”

If somebody shows that he / she does not want to collaborate for helping the “victim”

“Is it alright if the rest of the team does something”.

“Get in the person’s shoes how would it be for you?”

Bully:” I do not like him...”

“Nevertheless, how would it be if you were in his shoes?”

“5 ideas that can help

Who wants to do this?

“Do you (bully) want to do any of this?”

Bully: “No”

“O.K. Do you John (speaking to another pupil) want to do any of this?”

“Do you want to help?

If you are successful then I will give you ...certificate from the principal + going to take something with two dollars”

### **5<sup>th</sup> day**

Check with the victim about progress (10 min). Check with teachers.

### **7<sup>th</sup> day**

Check with team

### **9<sup>th</sup> day**

Check with victim

### **11<sup>th</sup> (?) day.**

Check with team for long term plan

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**QUESTIONS:**

- What age? - until 15-16 years age

- What do you do when it stops (reveal the team?). No they take the certificate from the facilitator - (or if the victim proposes) from the victim himself.

- We try to have girls and boys / and different ethnicities?

- If a father disagrees, then we are explaining: we say come to do not want to put anybody in trouble

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>>>>>> changes the way the members of the team see relationships

>>>>>> changes the relationships generally in the school (and reduce the bullying generally)

**cooperation is a counter story to domination**

**alexander street press**

**microtraining associates** have the video