

ANTI-BULLYING MAGIC SHOW - Speaking Points
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(1) Students are empowered to act with kindness.

As the students acknowledge their acts of kindness, the arrow on a scale moves magically from red to green: "A lot of you have a lot of kindness."

(2) Students are motivated to act against bullying.

The consequences of bullying are explained using a dove as an illustration, which appears out of an empty silk.

(3) Bystanders are taught what to do when witnessing bullying.

A giant key appears from an empty silk: "If you want to help free someone from bullying, then you need to know how to use the key." The three most effective bystander responses are explained using the acronym for KEY. Kindness to the victim, Exit and walk away, and You tell an adult.

(4) Students are taught how to identify bullying: intentional, hurtful, and repeated.

The characteristics of bullying are explained: intentional, hurtful, and repeated. As the last characteristic is explained, a small piece of rope becomes 10 feet long: "Bullying happens over and over, day after day."

(5) Students are taught how to identify bullying: power imbalance.

After an equal match of tug-of-war between teachers and students, all the students but the youngest leave. The youngest student is left to compete alone against all the teachers: "Most importantly, the person doing the bullying has more power. More power because they are bigger, older, more popular or they are in a group."

(6) Encourage empathy and increase the motivation to act.

Two teachers lock me up in chains and handcuffs: "Imagine if you were locked up, and you didn't do anything wrong. And you didn't know when you would get free. That is what it can feel like to be bullied. But now we know how to use the key to help free someone from bullying." I escape from the chains and handcuffs.

(7) Persuade students that kindness is more effective than fighting back.

A power imbalance is created between myself and a student volunteer using a puppet costume that makes me look like a young student. The student volunteer proceeds to bully me with scripted name-calling. I fight back at first, but then I am nice. Afterwards, the student volunteer says it was much easier to bully me when I got upset and fought back than when I was nice.

(8) Instill a sense of responsibility to act when witnessing bullying.

A teacher cannot lift a large box but a student volunteer can lift the same box with one finger: "When you see bullying, only you have the power to help stop it from happening. Not a teacher, not your parents, not an adult."

(9) Empower students to act, socially reinforce helping, and encourage the commitment to act.

"What is a hero? A hero is in you. When you choose to do what's right and help stop bullying, then you can become a hero. If you choose help to free someone from bullying then stand-up." All the students stand up in agreement to help stop bullying.