

Fantastic boutiques

Fantastic boutiques is an activity that seeks to dig deep into the roles involved in a bullying situation: bully, victim, bully's family, victim's family, classmates.



Bullying and cyberbullying



Role Playing, Improvisation



13-30



25 participants



Google meet or Zoom
AI for drawing: AI drawing generator, Starray



Introduction: 5 minutes
Division in groups: 5 minutes
Work in small groups: 10 minutes
Bazar market: 20 minutes
Debriefing: 20 minutes



YOU.TH. Manual for youth workers

3.3 Theatre Methodologies - Roleplaying

<https://youth-theatre.eu/>



It is an activity that can be performed both outdoors and indoors depending on the needs of your group. It can be implemented online, just be sure that you use a videoconference platform that allows the division of participants in rooms.

Implementation:

The facilitator proposes to organize a bazaar market. Each store will not present products such as fruits or vegetables, but metaphorical objects that confer qualities to those who possess them (e.g. shawl of serenity, apple of anger, ...).

It is then necessary to organize the boutiques, subgroups of 5 participants:

- victim's boutique
- bully's boutique
- bully's family boutique
- victim's family boutique
- classmates' boutique.

Members of the individual boutiques get together (10 minutes) and decide what qualities they have (5 per group) and invent their metaphorical objects (they can also draw them using AI, in this case allow more time), which they will then have to present in plenary as if they were selling them at the bazaar market.

Back in plenary, each boutique can present their products by improvising as they are sellers in a bazaar market.

Debriefing:

Start the debriefing by asking each participant to share one word or phrase that describes their overall experience during the activity. This can help gauge initial reactions and set the tone for the discussion.

Instructions for debriefing:

What qualities have been entrusted to each character?

Facilitate a discussion on how these metaphorical objects represent the perceived qualities of each character. Were there any surprises or unexpected qualities assigned?

Ask participants if they believe the metaphorical objects accurately reflect the complexities of real-life bullying dynamics. What aspects may be missing or oversimplified? Is there any other quality that deserves mention?

Encourage participants to draw connections between the metaphorical objects and real-life bullying situations. Are there similarities between the qualities assigned in the activity and how individuals might be perceived in bullying situations?

Discuss how taking on different roles and perspectives during the activity affected participants' empathy and understanding of the characters involved.

Explore whether participants gained insights into the motivations and emotions of the bully, victim, family members, and classmates. Did they see the situation from different angles?

Ask participants to brainstorm and share strategies or actions that each character (including bystanders) could take to help, resolve or prevent the bullying situation based on the qualities assigned to them.

Encourage a discussion on the collective responsibility of classmates, families, and others in addressing bullying. What role does each group play in preventing or addressing bullying?

Discuss potential actions or strategies that participants can implement in their own lives to promote empathy, prevent bullying, or support victims.

Closing Round: End the debriefing by asking participants to share one final thought or reflection on what they will carry with them from this activity and discussion.

Tips and notes to the facilitator:

This activity is ideal after the topic of bullying is already presented to the group. The activity adds the feature of fun to discuss a very difficult topic.

Facilitating the "Fantastic Boutiques" activity can be a valuable way to explore the dynamics of bullying situations and promote empathy among participants. However, there are several tips and potential difficulties to consider when leading this activity:

Establish Ground Rules

Set clear ground rules at the beginning of the activity to ensure a safe and respectful environment. Emphasize the importance of active listening, respect for different viewpoints, and maintaining confidentiality.

Explain the Activity Clearly

Begin by explaining the activity's purpose, goals, and how it relates to the topic of bullying. Provide a clear overview of the steps involved and the roles each subgroup will take.

Role Assignment

you can decide to assign roles within the subgroups (e.g., victim, bully, family members) while considering participants' comfort levels. Encourage participants to take on roles that may challenge their perspectives.

Encourage Creativity

Encourage participants to think creatively when inventing metaphorical objects and qualities for their respective roles. This can lead to more insightful discussions.

Emotional Responses

Some participants may become emotional or uncomfortable when discussing bullying situations. Be prepared to provide emotional support and ensure that the atmosphere remains safe and nonjudgmental.

Insensitive Language

Monitor discussions to prevent the use of insensitive language or stereotypes. Address any inappropriate comments promptly and assertively.
