

Discrimination

Investigation 2 / Enzo - 7th grade

WORKSHOP DESCRIPTION

Age	Ages 11-18
Grade	Middle and high school
Context	<p>FOCUS ON TOPIC: discrimination and the importance of the "school environment"</p> <p>1 - Bullying: a "conformist oppression" Bullying is either a matter of individual discrimination or group affiliation. Eric Debarbieux, French Ministerial Delegate for the Prevention and Fight against Violence in Schools and co-founder of the International Observatory on Violence in Schools, speaks of "conformist oppression"ⁱ.</p> <p>2 - The importance of the "school environment" In this respect, numerous studies ⁱⁱ highlight the importance of the "school environment" when dealing with bullying. The "school environment" concerns the entire educational organization. It refers to the analysis of the educational and social context, and the development of good living and well-being for students and staff within the school. The quality and style of the school life depend on a sense of security but above all, it's commitment and motivation that count. This idea of "environment" is based on a subjective experience of school life that considers the school as a group, not the individual. Since bullying is a collective issue, solutions must also be collective. Addressing the school environment can help prevent the risk of violence, which emerges in very specific contexts (Benbenishty and Astor, 2005).</p>
How to play	<p>In the "Stop Violence!" serious game, the player plays the role of a student who has witnessed several cases of violence at his school. He must determine if he is facing a case of bullying and, if so, identify the type of bullying involved. In this case, the player notices that a student, Enzo, is going through a hard time. His challenge? Solve the case to understand the situation and help Enzo. The player will investigate in two different locations to reveal the situation by: interviewing people, collecting clues, analyzing them in his investigation journal...</p> <p>Once the investigation is solved, the player is given access to various resources: the victim's testimony, a quiz to reinforce their knowledge, and key points to remember.</p> <p>"Stop Violence!" uses video game techniques to raise young people's awareness, get them involved in their learning process and give them the keys to take action. The issue of bullying is approached in a realistic manner, allowing players to empathize with the victims' stories. This immersive learning process develops critical thinking and motivation, whether in a group or individually.</p>

Investigation scenario	<p>Summary</p> <p>Enzo doesn't wear designer clothes, is never invited to parties, doesn't have a cell phone and isn't popular among girls. A little overweight, he's top of the class and prefers to spend his time reading, his real passion. A somewhat solitary and independent person, he doesn't have a Facebook account, but he does keep up a blog dedicated to literature. Often left out by his peers, he is constantly insulted and bullied, because they consider him different and a misfit. Today, he was again publicly humiliated... Overcome with anger, he locked himself in the locker room.</p> <p>Protagonists</p> <ul style="list-style-type: none"> - The bullies: a group of 4 boys from the 7th grade - The victim: Enzo, a 7th grade student. <p>Locations: The basketball court and Enzo's room</p>
Educational objectives	<ul style="list-style-type: none"> - To demonstrate that a whole series of mockery or "little jokes" taken together can constitute a form of bullying. - To explain the importance of a positive school environment. - To learn to live together: acceptance of differences and respect for others.
Main themes	<ul style="list-style-type: none"> - Differences and discrimination - Conformity in the eyes of others - Self-acceptance and valuing individuality
Workshop duration	<p>"Stop Violence!" is a flexible resource. The duration of a workshop varies according to the number of investigations performed, the desired level of complexity, the materials and the time available. Several settings are possible. Following is a description of a 1h to 1h30 group workshop, divided into one or two sessions.</p>
Process	<p>This serious game has been designed both as an educational tool for use in the classroom and as a digital experience in itself. It can therefore be used individually or collectively:</p> <ul style="list-style-type: none"> - The use of a video projector in groups allows discussion of choices at each stage, and of the relevance of collected clues. Such a setup encourages exchange and discussions between participants. - The use of personal computers leaves more room for students to progress at their own pace. A group discussion can then be arranged to share everyone's views and experiences.
Necessary equipment	<p>Computer or tablet; video projector or interactive whiteboard. When using a tablet, the display must be in landscape mode for a full viewing. For a group workshop, a resolution greater than 1280X720 is preferable, to ensure that everyone can read the content.</p> <p>The game can be viewed online via an up-to-date browser (Chrome, Firefox, Edge, Safari...). The game requires a high-speed connection.</p>

Workshop description

1 Session introduction

15 min

RECALLING THE RULES FOR SPEAKING - 5 min

Before beginning this workshop about bullying, it's important to remember **a few rules about speaking up in order to facilitate listening and respect**:

- We **listen to** one another and we **don't interrupt**: everyone must be able to express themselves.
- We respect what others say, even if we don't agree with it: **no abusive language, no mockery**. Everyone has the right to express their impressions, feelings, opinions and questions while feeling respected.
- If necessary, specify that there is no evaluation afterwards. Everyone has the right to make mistakes and have their own opinion. **All ideas are discussed together**.
- We agree to keep to ourselves what has been said during the session. You can note these rules in a corner and ask the students to collectively work out the rules for speaking up.

ENABLING STUDENT REPRESENTATIONS - 10 min

Each investigation is named after the main character, so as not to give away the type of bullying involved. It is therefore important **not to reveal the investigation's theme at the start of the session**, to avoid reducing the game's interest. You can ask students **what they already know about bullying**. Inviting them to express themselves spontaneously allows us to assess their ideas, feelings and knowledge. The main objective at this stage is to encourage communication and gradually **engage with the subject**.

Sample questions:

- What does bullying mean to you?
- Have you witnessed bullying?
- Are there any bullying problems at your school?
- How would you react if you witnessed bullying?
- If a friend told you he'd been bullied, how would you react?

2 The investigation

45 min

INTRODUCTORY VIDEO - 5 min

Once the investigation has been selected, a short video introduction automatically starts the game. This video presents the plot and the characters. These refer directly or indirectly to the bullying situation the player will have to investigate.

Here, two of Enzo's friends are standing in front of the locker-room door. The hallway is empty and the two boys are knocking on the door, trying to get Enzo to leave the locker room where he's locked himself in.

At this point, it might be interesting to ask the students about their first impressions regarding the video and their preliminary ideas for a scenario. You can write down the terms they use to compare with their acquired knowledge at the end of the session.

Scenario and key facts:

COLLECTING CLUES - 20 min

In each investigation, the player can explore **two different locations**, each of them containing **several clues** to investigate. Only eight of them are needed to solve the investigation. The others are false leads.

As the player finds and records key clues, they are saved at the bottom of the screen. You can check them and see how many clues still need to be found.

Location: the basketball court

Sami's account

"There's always some idiot looking for a fight. Sometimes all they want is trouble... It's easy to ignore them when it's just insults. But when they slap you, well, you can't ignore that. And when it goes on after class on social medias. Frankly, it's abusive."

Comment in the investigation journal:

It goes on all the time: on the bus, in line in the cafeteria, in the hallways...

Sarah's account

"Enzo, is he the one who showed up during the year? The nerd with the big glasses? I saw his videos and laughed so hard! I think he's in my class, but I don't really know him."

Comment in the investigation journal:

Enzo is not very popular.

Team panel

Once again, Enzo is named substitute.

Comment in the investigation journal:

When it comes to sports teams, Enzo is always chosen last.

+Infos: Isolation is the first condition needed for bullying to develop. A student who is surrounded and supported is more likely to find help compared to someone who is alone.

Shoes

The shoes are securely attached to the top of the basketball hoop.

Comment in the investigation journal:

Enzo is often publicly humiliated.

+Infos: This clue highlights the fact that little "jokes", when they add up, can have a profound effect on the victim. Particularly during adolescence, which is a period of self-construction involving constant confrontation with others: knowing what others can expect of you, and what you can expect from others. In this unit, we don't talk about physical violence, yet it is a real danger.

An inscription on the hoop

This is a false lead.

A plastic cone

This is a false lead.

Location: Enzo's room

One of Enzo's social media video page

Violent comments are multiplying on his social video-sharing network.

Comment in the investigation journal:

Violent comments are multiplying on his social video-sharing network.

+Info: The other boys like to make fun of him for being different.

Modern means of communication create a distance from the victim that can unleash aggression and encourage violence to be normalized. It's important to remember that even on the Internet, insults can cause harm and leave deep wounds, both literally and figuratively.

A backpack

Enzo's bag is stained with mashed potatoes. A bad joke...

Comment in the investigation journal:

Enzo is often publicly humiliated.

+Infos: Such public humiliation reflects a poor "school environment" within the school. Students do not respect the implicit rules (everyone has the right to be respected) and do not apply explicit school rules (the school rules prohibit this kind of behavior).

A stack of books

"New books for Enzo to eagerly dive in.

Comment in the investigation journal:

Enzo has a passion for literature."

A game controller

This controller is new, but it doesn't work anymore. As if someone had banged on it...

Comment in the investigation journal:

Enraged by these offenses, Enzo throws fits of anger alone in his room.

THE INVESTIGATION JOURNAL AND ANALYSIS OF CLUES - 5 TO 10 min

Once the players have discovered all the clues, they can access the contents of the investigation journal by clicking on it.

Each clue is detailed and accompanied by a commentary providing further information.

Before starting the "Solving the case" section, it could be interesting to ask students to imagine their own scenario **based on the clues they've collected**.

The investigation journal can also be printed out and distributed to all participants at the end, so that they can **keep a written record of the workshop**.

SOLVING THE INVESTIGATION - 5 min

Once the clues have been analyzed, players can resolve the investigation by clicking on the "Solving the investigation" button. He is then asked to **choose the version he thinks is correct among three versions**. If the player hasn't made the right choice, he is encouraged to go back and look again at the clues he has collected.

After discovering the three possible scenarios, **students can vote for the one they find suitable**, arguing their decision on the basis of the clues.

<ul style="list-style-type: none"> ● VERSION 01 - Entirely false <p>Enzo has been bullying students at his school since the beginning of the year. In the end, no one wants to talk to him and he ends up all alone. Serves him right.</p>	<p>Related comments:</p> <p>Analyze all the details to fully understand this investigation.</p>
<ul style="list-style-type: none"> ● VERSION 02 - Somewhat false <p>Enzo is a loner. He always keeps to himself. As a result, some people have started to make fun of him, but most people defend him.</p>	<p>Related comments:</p> <p>Some information is worth checking out... Take another look at the clues you've collected.</p>
<ul style="list-style-type: none"> ● VERSION 03 - True <p>Enzo has become the scapegoat of his class because he's a bit different from the others. Every day he deals with humiliations that spoil his life.</p>	<p>Related comments:</p> <p>You got it right! Listen to Enzo's account to learn more.</p>
<p>VICTIM'S TESTIMONY - 5 min</p> <p>When players click on the correct scenario version, they gain access to the last page of the investigation journal where the victim's account is related, and which includes key messages and a quiz to review their knowledge. This fictional story is inspired by real-life accounts from victims of bullying. It sheds a more personal and intimate light on bullying. In order to allow each witness account to provide additional information on this complex issue, a specific aspect of bullying is emphasized in each investigation. It's therefore worthwhile to examine the game's four different investigations in order to grasp the overall nature of bullying.</p> <p>What the accounts have in common, however, is that they clearly reveal the isolation in which the victims find themselves and show that breaking the silence is the only way out.</p> <p>To help players identify with the victims, we don't show the faces of the victims who testify. Video clips illustrate their stories and include snapshots of clues from the investigation in order to create a link between the victim's story and the player's course.</p>	
<p>Enzo's account:</p> <p>"I was always called a nerd at school because of my grades. I just ignored them... assuming they were jealous. During recess, instead of playing basketball, I prefer to read.</p> <p>One day, I received a ball in the face, really hard, they all roared with laughter and went back to their game as if nothing had happened. It was just a joke. The mashed potatoes at the cafeteria, that was also a joke...</p> <p>Stealing my shoes, that was a joke too... But on the inside, I was angry. In the evenings, in my room, I wanted to break everything. I had very, very dark thoughts... My grades dropped and my mother wondered what was happening to me. But then, the French teacher encouraged me to talk about it. It was all for laughs, but something not so funny could have happened."</p>	
<p>Analysis of Enzo's account:</p> <p>Enzo's account shows that bullying exposes difference ("instead of playing basketball, I prefer to read"). Enzo is singled out for being slightly overweight, wearing glasses and being a "nerd". The bullying he experiences is minor and gradual, but the repetition of such "jokes" deeply affects him. Enzo is becoming increasingly withdrawn, which is also affecting his performance at school ("my grades have dropped").</p> <p>Often, bullies and witnesses alike will try to minimize the impact of such jokes to ease their guilt ("it was just a joke", "it was a joke"...). All changes when these little "events" are repeated, when they are always aimed at the same victims. Research shows that the continuity of abuse, no matter how insignificant, has major consequences for abusers, their victims and their communities. It's essential to combat the mechanism of "daily oppression" and "micro-violence".</p> <p>In this case, accumulation pushes Enzo to withdraw from his mother, and he begins to have "very dark thoughts" that are clearly suggestive of suicidal intentions.</p>	

"Once the investigation has been solved, players can view the **key messages to remember**. These prevention messages are common to all the inquiries and show the diversity of existing solutions when dealing with bullying.

The purpose of this section is to review the notions discussed in the investigation. In groups, you can either display the key messages and then discuss them with the students or ask them what they learned from the session before displaying the key messages. This list is not exhaustive and can be enriched by the students' contributions. You can use this time to compare definitions, notions and representations discussed with the students at the start and end of the session, when the investigation is finished, to see how they have evolved. Key messages are also available on the home screen for viewing at a later session, regardless of the investigation."

- Continual mockery or jokes become bullying in the long run!
- Everyone has the right to be who they are and deserves respect.
- If you witness or experience violence, there are different ways to take action:
- Talk to the victim or his friends to end the isolation he's suffering from.
- Tell the bully that what he is doing is forbidden and may be punished by law.
- Inform a trusted adult who can provide support and/or contact the child helpline in your country."

After having investigated the sites, collected the various clues, solved the case and heard the victim's account, key points to be remembered are highlighted, and it's also important to give students of a few facts and advice:

- In the event of bullying, it is possible to report and **block content and accounts on social medias**.
- Experiencing such a situation can be traumatic. To **talk about it** and get support (from psychologists and lawyers), you **can contact the child helpline** in your country.
- Victims have the right to file a **complaint with the police**, in the company of a trusted adult, as appropriate. Taking screenshots of bullying messages enables a record of evidence.
- The school is responsible for dealing with situations where students are involved, even if the bullying is digital.

At the end of the session or during a subsequent session, players are invited to **answer a 5-question quiz**. This quiz allows them to put into practice the knowledge acquired during the investigation: Now that they know how to recognize bullying, how would they ace in the event of bullying? So now, after a fictive investigation phase where the player acted as a witness, he is now invited to become the main character, to be even more involved in the issue at hand.

The aim is not to suggest that there is a right or wrong reaction but rather to show that everyone can act at their own level, according to their personality and involvement, starting, for example, by refusing to spread humiliating rumors, or by intervening directly in the conflict. Quiz questions can stimulate debates between students. We therefore recommend a group quiz so that students can exchange points of view, compare answers and discuss them.

Like the key points, the quiz can also be accessed from the investigation home screen, so it can be retrieved at a later session, independently of the investigation.

Questions and suggestions <i>Actions to combat bullying are indicated in bold.</i>	Feedbacks
<p>1 - You witness the public humiliation of a student... What do you do?</p> <ul style="list-style-type: none"> - Talk to him about it afterwards. - You immediately step in. - Talk it over with your teacher. - Talk to the chief supervisor about it. 	<p>Silence and lack of communication are powerful weapons that serve bullying. It's essential to engage in dialogue and not let things get out of hand. It's time to break the silence!</p>
<p>2 - You notice that a friend's profile on social medias is loaded with insults. What comment will you post?</p> <ul style="list-style-type: none"> - Lol. - If you don't like it, leave. - He's done nothing to you, leave him alone! - Don't listen to them. Your profile looks great! 	<p>Cyberbullying is a form of violence that affects many people. In order to talk about it, ask for advice and get help, contact the child helpline in your country. It is usually free, anonymous and confidential.</p>
<p>3 - Some students call a classmate a "fat pig". You think that is:</p> <ul style="list-style-type: none"> - Funny. - Childish but not mean. - Dumb and nasty. - Could be bullying. 	<p>Bullying does not necessarily imply physical violence. Words are sometimes more painful than blows.</p>
<p>4 - Some students have just stolen another boy's shoes and are tossing them at each other for fun. What do you do?</p> <ul style="list-style-type: none"> - Inform your teacher. - You leap like a wild cat and grab the shoes. - You ask them to stop. - You wait until they get tired of it. 	<p>When dealing with bullying, there are several ways to take action without causing further violence.</p>
<p>5 - Some students are making fun of a boy because he's reading in the courtyard. They push him around. You say to yourself:</p> <ul style="list-style-type: none"> - He's so absent-minded he won't even notice. - If he wants to read, he should stay in the classroom. - Everyone can do as they please, as long as they don't disturb anyone else. - It's unacceptable, and you're going to let them know! 	<p>It's often the "out of the ordinary" types who are targeted for bullying.</p>



ⁱ Conference by Eric DEBARBIEUX "Refusing conformist oppression: Preventing bullying at school", Belfort, February 15, 2012.

ⁱⁱ See the "School environment and violence prevention" fact sheet on the French Ministry of Education website, which lists a number of studies on the subject (in French): <http://www.education.gouv.fr/cid2765/climat-scolaire-et-prevention-des-violences.html>