



Using the EUBULLY 'Losers' video

'Losers' can be viewed at <https://youtu.be/i74cwwe5G9c> or at www.spectacletheatre.co.uk

Points of change exercise

When listening to a story, watching a play or a film, the characters are constantly making decisions about what they are going to do, or in some cases not do.

They are making choices, which is what we do in life all the time, but we are often so used to doing this, we become less aware of the decision making process or the things that inform the decision.

There are many things that inform our decisions

- Our personal values
- Who we want to please in life
- What we want to achieve or to happen
- How we are feeling at that moment

This simple exercise, used in conjunction with the video can help us become more aware of the decision making processes that we use. It can help us to be more aware of risky or dangerous situations and how to act in these situations to keep ourselves safe. It can help teachers or youth leaders become more aware of how young people are influenced by contemporary culture in their decision making.

The aim of the exercise is to reduce the numbers of pupils from becoming victims of bullying or cyber bullying and for students to

- gain a better understanding of the impact of bullying and cyber bullying
- gain skills and knowledge to protect themselves in potentially risky or dangerous situations
- gain greater knowledge of safe internet use
- be better able to identify risky situations
- gain knowledge of relevant support services

The workshop

1. A teacher or youth worker starts a short discussion with their students, about when we make decisions in life - what we eat for tea / naming a child / wearing a certain item of clothing etc. (Five minutes maximum)
 - What is a decision?
 - Are we always in control of the decisions made about us?



2. Follow this short discussion by watching one of the stories from the video 'Losers' by Paul Swift and Spectacle Theatre.

Then ask the students where **they** think the story could have changed.

For instance, when Tom sends Sophie a text message, asking her to send him a picture of her, she takes the **decision** to do this.

He then asks for a 'topless picture of her' and she makes a decision to do this as well.

What happens because she makes this decision?

Would the story have been different if she took the decision to not send this picture?

Why?

Ask the students what are the possible reasons why Sophie made this decision. What are the influences / pressures on Sophie to do this?

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- 3 When playing the DVD you might suggest that a student puts up their hand every time they think a decision has been made by someone in the story. This will result in hands going up and down all the time. It helps reinforce how many decisions we make every day in our lives.

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- 4 Having watched the video and selected decision points, ask the group to work in small teams (2 or 3) and act out what happens if the decision is the opposite /or different to the one that the character in the story makes.

What are the changes? Are the consequences bigger, or less important, than the original?

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- 5 To bring the session to a close:
 - ask the group, one by one, to share with the group anything they want about the session.
 - thank them and close the session.

Some decisions we make in life are bigger than others. That is, they have bigger consequences. Sometimes small decisions have major consequences.

